



**CLASS MANAGEMENT EFFECT OF PHYSICAL EDUCATION TEACHERS ON
STUDENTS' BEHAVIORAL ABNORMALITIES**

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ABSTRACT

The aim of this study is to examine the effect of class management of physical education teachers (N=600) on students' behavioral abnormalities. The population consisted of both male and female physical education employed in Shiraz four-zone in different academic degrees (elementary, guidance, secondary) in the academic year 2013-2014. In order to select the sample, the stratified random sampling method was used and ultimately 234 people were selected as a sample by this method. The Kor Mark (1997)'s Class Management Standard Questionnaire included four parts (individual characteristics 13 questions, the factors related to teachers 25 questions, facilities and equipment 4 questions and other factors 6 questions) was used for gathering the data and also the research-made questionnaire of student behavioral abnormalities included four parts (problems of adaptation 10 questions, delinquency tendency 4 question, restless 5 questions distraction 4 questions). For determining the reliability, the tools were estimated validity of class management by Kor Mark (1998) with Cronbach Alpha 0.70% and validity of questionnaire evaluating the student behavioral abnormalities by Sakhavat(2002) with Cronbach Alpha 0.77% at significant level ($p \leq 0.05$). The inferential and descriptive statistics were used for analyzing the data.

The results showed that the different situations require different class management styles and there is a significant difference between intervention management with student behavioral

abnormalities, but between non-intervention and interaction management with student behavioral abnormalities there is no significant difference. Most of behavioral deviations are caused by inheritance, family, society and school.

The degree of student behavioral abnormalities in the Shiraz's' boys and girls was lower than the average and the students attending in guidance schools had higher than the elementary and secondary and there was a significant difference between class management style of both male and female teachers in all the education districts of Shiraz and the interaction class management was seen more among them.

Keywords: Class management, behavioral abnormalities, Physical Education Teachers, student

INTRODUCTION

Physical education is part of the education system by placing the body tries develop systematic aspects of the human being. Today, poverty movement of industrial life has created many problems for humans. Therefore, addressing basic human needs for physical education and sport in society. Exercise can be a good way to reduce stress promote health, prevent and treat these diseases are used. In this context it is necessary to plan appropriate to apply all its efforts to grow the sport in the community And part of the daily routine of students and other segments of society (Bahrami, 2009). Class management of physical education classes because of its nature and emotions is different from other classes. Physical education teacher in the classroom with students is facing Who have been separated from their bench indoors pencil and paper, and they do not like monotony and stress free to pay Every time

you wanted to play in guiding their behavior to take any time. In such circumstances cannot be used for classroom management methods (Ramezani Nejad, 2009). Safeguard freedom of the active participation of students in the order and the pleasure classes is very difficult task. In addition to better manage the classroom teachers Management functions to suit their circumstances to achieve the goals of education and training is as effective and efficient as possible (Agha. Hosseini, 2007). On the other hand, behavioral disorders, students of schools are an integral factor. As can be seen in all schools and in all societies, in terms of a natural phenomenon, but the phenomenon is natural for teachers annoying. On the other, Behavioral problems, students can partially reflect the failure of the education system. Or scientific weakness and specifies the behavior of some school

parents (Seif, 2011). Student to student conduct disorder is said that in spite of average or above intelligence, social behavior and emotional psychologically, intensity, persistence and emergence, a significant difference with their peers (Masumi, 2007). Emotional disorders, behavioral refers to situations where emotional responses and behavior in school, cultural norms, traditional and ethnic differences are such that the individual academic performance, social relationships, self-care, self, behavior in class and consistency in the work environment also impacts negatively (AkhenBakh, 2010). Most students with behavioral disorders and negative feelings with others to abuse. In most cases, teachers and classmates reject them and therefore their educational opportunities are reduced (Braven & Persy, 2011). Problem statement. Education and training are fundamental to developing countries. Education is occupied (Vahidian and Reza Zadeh, 2007). Management of physical education classes and sports, organize continuous monitoring and control needs. Taste is variable and constantly ask students to change their sports activities. This special feature exercise classes, job responsibilities more heavy trainers And management and careful planning is inevitable. Physical Education classroom

management and student attitude and behavior may have an impact on the success of the class (Ramezani Nejad, 2009). Classroom management's efforts to oversee the activities of the class teacher that include social interaction, behavior and learning in the definition of the fundamental aspects of management class is assumed One of which discipline behavior management, so management classes, including but not limited to the discipline (Martin and Baldwin, 2007).

The necessity and importance of research

Management class, a prerequisite for effective teaching in the classroom and an important part of the process of education and training is the first level management (G. Esmit and Laselt, 2009). On the other hand, classroom management, teaching essential skills and improve the quality of education and character formation of students, especially in reducing inappropriate behavior of students is crucial (Oston, 2008). What the analysis of the importance of physical education in schools is the need to emphasize the fact that sport in education should be the root and the time to sit down and turned into a huge tree. To make such a Renaissance intellectual exercise in old structures of the country, the decision-makers should think about sports schools to change. As well as mid-level

managers and students' parents ponder attitude by management exercise (Talebpour, 2009).

Research carried out within the country and abroad

A) Research in the country

Khodakaramy (2013) research called behavioral disorders among female students in schools in Hamadan and crew Related to the conclusion that the School District 2 Hamedan behavioral disorders was high and due to the negative effects of the disruptions in the learning process of students, Given the need for more administrators, teachers and parents to identify predisposing factors and find solutions for the prevention of disorder further manifests It seems that the lack of coordination between population growth and various welfare facilities such as income, place of residence and have no effect on the incidence of these disorders are not suitable job.

Research abroad Kartal (2013) in research on successful management classes taught during the following results achieved: the successful management class during teaching is an essential condition for successful teaching and facilitate the active and effective classroom learning, the teacher must learn complex skills and knowledge continuously on the increase. Copper (2013) in a study called behavioral

disorders, behavioral disorders secondary students concluded that students learn the factors that gradually disrupts the order school. The recognition rate and causes abnormalities in any school sport, particularly in the alarm could be in the correct order, maintenance and management to be effective in the classroom. Jiffer (2012) research titled disciplinary and behavioral problems in children secondary to the conclusion that the most common problems seen in people with behavioral disorders, disruptive behavior problems such as aggression and is. The number of boys compared with girls five to one or remarkably higher. Aggressive behavior and destructive tendencies so that boys more than girls.

THE RESEARCH METHOD

This descriptive co relational study was conducted by field.

Variables:

1. Classroom management between men and women physical education teachers (independent variable)
2. Behaviors' students (dependent variable)

Statistical Society

The study population included all male and female physical education teachers working in four areas of the city.

At different levels of education (primary, middle and secondary) are in 2014-2015. (N =600).

The sample

The sample is usually a group of people who represent the community and more or less have the features and characteristics of the population.

Sampling different types in this study to select a sample of stratified random sampling method is used Morgan the 234 members of the population as the sample in this study.

Data collection method

Researcher after receiving a referral from Islamic Azad University of Iran referred to the Department of Education through coordination with research And research and conservation organization in the department of physical education and to information and statistics of the male and female physical education teachers was the city four educational areas of And by taking appropriate action to questionnaires distributed through the number and gender experts in physical education at school level and some areas in Shiraz visiting scholar. After completing the

questionnaires by teachers with the help of the physical education area again was obtained.

Measuring tool

Tools used in this research

- 1) Standard questionnaire Mac Kor Marc management class (1997)
- 2) Behavioral abnormalities questionnaire Bakhshandeh students (2002).

Statistical Methods

In order to analyze the data of the statistical methods used in this research are:

Descriptive statistics, including indices of abundance, average, frequency tables, graphs to represent descriptive information related to the investigation, the Kolmogorov - Smirnov test for the detection of normal distribution of data As well as the correlation, homogeneity tests, paired comparisons, Levene test, ANOVA and the statistical analysis of data SPSS software is used. As well as the significant level of $P=0.5$ set.

RESULTS

Table 1: Frequency distribution of subjects by gender

Percent	Abundance	Sex
32/9	77	Man
67/1	157	Female
100	234	Total

Table 2: The results of normality assumption variables

	Statistics	Significant level	Variables
Skewness	-0/567	0/067	Interventionist style
Elongation	0/101		
Kolmogorov-Smirnov test	0/077		
Skewness	-0/015	0/134	Transactional style
Elongation	0/243		
Kolmogorov-Smirnov test	0/078		
Skewness	0/034		Non-interventionist style
Elongation	-0/567		

Kolmogorov-Smirnov test	0/088	0/101	Abnormal behavior
Skewness	0/456		
Elongation	0/890		
Kolmogorov-Smirnov test	0/099	0/055	

Table 3: results of the correlation between gender and class management styles between teachers

Eta squared correlation value ²) η)	Variable	
/45	Interventionist style	sexuality
/40	Transactional style	
/01	Non-interventionist style	

Table 4: paired comparisons between the mean scores for teacher management styles

P	standard error	Average	Paired comparisons
0/87	0/036	4/32	Oriented intervention
		4/26	Non-interventionist
0/005	0/043	4/32	Oriented intervention
		3/90	Interactive
0/005	0/032	4/26	Non-interventionist
		3/90	Interactive

Table 5: Table of results of analysis of variance with repeated measures for the differences between the two District Secretaries classroom management style

sum of squares	Df	Mean square	F	Significance level	Size effect	Source Changes
8/16	2	4/08	/06 33	0/0001	0/21	Style Management Class
16/548	134	0/123				Error

Table 6: paired comparisons between mean scores of teachers in the area of management styles

P	Error Criterion	Average	Paired comparisons
0/74	0/45	4/14	Oriented intervention
		4/15	Non-intervention-oriented
0/0001	0/41	4/14	Oriented intervention
		3/72	Interactive
0/0001	0/52	4/15	Non-intervention-oriented
		3/72	Interactive

DISCUSSION

In this section, the results of research findings in relation to the others to separate variables compare and then discussed and conclusions about them are paid.

Research hypotheses

(1) the individual characteristics of male and female physical education teachers (age, marital status, profession, education, teaching and service) at different levels of education classroom management styles between them there city.

The results showed that the individual characteristics of male and female physical education teachers in classroom management styles have different levels of education in the city there was no 0/05 The results showed that the relationship between behavioral abnormalities student-oriented style of intervention, there is a significant difference, the conclusion with the results Heidari Nasab (2012), Mashhadi (2007). Ramezani Nejad (2007), Erowell Sill Teacher quality is the most important

determinant of educational programs for students with behavioral problems face and can play a major role in the education of these students. They are responsible for preparing the curriculum, students are encouraged to set goals and prepare them to achieve these goals, they must have a high level of social skills. Warm and friendly talk with the students to make students believe that human beings are acceptable and unacceptable (Farajih, 2012).

3. Class management style (intervention-oriented, transactional and non-intervention-oriented) male and female physical education teacher's different levels of education (primary, tips, secondary) city there. The results showed the class styles of men and women have different levels of education physical education teachers, there is no difference in the city, the Sekhavat of research results (2012), Mohammadi and Naderian (2013) was in line these results were found for non-alignment. The importance of diversity in business and several issues on the one hand and the development of the country in several areas, including management, reducing Gender differences that confirm this conclusion.

4 - Behavioral abnormalities girls and boys between the different levels of education (primary, tips, secondary) city, there are differences. The results showed no

difference between male and female students with behavioral abnormalities in three steps: a model to follow, and at the moment does not change. Although the effect of sex was not significant, but the main effect is significant and the anomalies primary school and secondary school teaching was the difference. The significant difference between the anomalies found in 4 districts of the city. And the results of research and Mohammadi and Naderi(2013), Cooper (2013), Sekhavat (2012) also Svast. Area 1 had the highest average abnormalities. The reasons it needs more information, , The average abnormal status of school students was higher than the rest of the period, the period of adolescence, reaching puberty, boys gradual physical growth, while the physical growth of girls more quickly. Of the features of puberty in girls, because of their obvious physical differences between boys.

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