

# Classroom management strategies and teaching motivation among physical education teachers in primary school

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## ABSTRACT

The importance of Physical Education (PE) is acknowledged worldwide. However, various countries have found many problems with regards to PE teaching and learning such as the existence of unknowledgeable and incompetent teachers. The purpose of this study is to determine the significant differences between trained and untrained PE teachers in relation to classroom management strategies (CMS) and teaching motivation (TM) by using independent t-test. Additionally, this study sought to examine the relationship between CMS and TM among trained and untrained PE teachers through correlation analysis. The samples of this study were 72 PE teachers in Southern Thailand (40 trained and 32 untrained PE teachers respectively). Questionnaire was used as the instrument for data collection which comprises Classroom Management Strategies Questionnaire (CMSQ) and Autonomous Motivation for Teaching Questionnaire (AMTQ). The results evinced that trained PE teachers are better at CMS and TM compared to untrained PE teachers. It was also found that there is a positive relationship between CMS and TM for trained PE teachers. Meanwhile, there is no significant relationship between CMS and TM for untrained PE teachers. This study provides empirical evidence to confirm that teachers who teach physical education must be expert in the area. Moreover, proper CMS and teacher motivation should be enhanced concomitantly.

**Keywords:** Classroom management strategies, teaching motivation, PE teacher.

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## INTRODUCTION

The main purpose of Physical Education (PE) learning is to develop physical fitness and social skill as well as to increase students' participation in physical activities. Apparently, many developed countries (i.e., New Zealand, USA, UK, Germany, etc.) have made physical education (PE) compulsory in school (OECD/UNESCO, 2016). In Thailand, PE subject is one of eight learning

areas that have been made compulsory in curriculum (Office of the Basic Education Commission, 2008) whereby every student must study PE subject in both primary and secondary schools. The Ministry of Education, Thailand understands and recognizes the benefits of PE as evidenced by increased student participation in physical activities, basic movement, and

primary sports skills. However, the effectiveness of PE pedagogy and student achievement cannot come about without teacher motivation and good classroom management strategies.

Classroom management strategies are essential for PE class. The main purpose of classroom management is to maximize students' chance of learning by arranging the space, lesson time, and resources (Powell, 2014; Sieberer-Nagler, 2015). Besides, Walters and Frei (2007) asserts that creating a suitable classroom arrangement, imposing the right discipline and rules, and setting clear goals in the classroom are linked to teacher effectiveness. In addition, PE class, unlike other subjects, requires activities and movement to be conducted in a large open space such as field, more equipment, and more lesson time (Bevans et al., 2010). Ruangdam (2003) who studied the problem concerning classroom management around Southern Thailand found that PE teachers had poor teaching experience and were unable to control the classroom and student misbehavior. Thus, examining classroom management strategies among teachers is necessary to develop PE class and education system.

On a similar note, teaching motivation is critical for PE class (Srichan-ngam, 1997; UNESCO, 2015). According to Kandemir and Gür (2009), teacher motivation is related to the pedagogy practiced such as handling and controlling the classroom environment in such a way that they put in their best effort in teaching. On the other hand, Richardson and Watt (2010) found that education policies and the current situation decrease teacher motivation for example teaching status, conditions of teaching, and salary. Besides, the Secretariat of Education (2010a, 2010b, 2010c) did a survey regarding instructor's career from 2008-2010. The report revealed that lack of motivation in teaching leads to ineffective teaching and truancy among teachers. In addition, teachers who have trouble explaining PE in the classroom are actually unconfident and unmotivated (Morgan and Bourke, 2008). PE teachers often disregard their classroom due to commitment to research that they conduct to upgrade their position and salary (Kwanboonchan, 2015). It is argued that teaching motivation influences the effectiveness of pedagogy practiced by teachers. As the result, it is important to examine teaching motivation to improve PE class.

Furthermore, Pramann and Pramann (2016) studied PE teachers in primary schools in Thailand and the survey showed that 52.4 percent of the teachers are not actually PE teachers. Unluckily, previous studies are not concerned with classroom management strategies and teaching motivation among trained and untrained PE teachers in Thailand. Hence, this evinces the importance of this study. The finding of this study will provide PE teachers with worthy information to create and ensure the effectiveness of PE teaching and its curriculum in Thailand.

## LITERATURE REVIEW

### Classroom management strategies

A classroom is a place where students and teachers can come face to face (Lebor, 2016). Students spend most of their time sitting in their respective classrooms. Thus, one of the major concerns of school today is managing the class (Hodges et al., 2018). According to Martin and Sass (2010), classroom management entails an "umbrella of definitions that include learning interactions, learning, and the behavior of students" (p. 1125).

The purpose of classroom management is to offer more chances to students to learn things organized by teachers such as space, time and materials (Schiefele, 2017). The maximum ability of the students should be enhanced to allow proper behavior pattern to develop. Furthermore, according to Scheidecker and Freeman (2015), it is crucial to have appropriate classroom management for education as it provides students with an excellent learning environment. This will be able to prevent teacher burnout and ensure both students' and teachers' happiness and safety. Moreover, Neill (2017) argues that unexpected events must be dealt by teachers. Through effective classroom management strategy, teachers are able to control students' behavior. According to Sieberer-Nagler (2015), it is every teacher's goal to practice effective classroom management and have a good environment to ensure teaching effectiveness.

The physical education's classroom management is more challenging than ordinary classroom because it deals with large area, sports facilities safety procedure, and gym rules and regulations. This is agreed by Chepyator-Thomson and Liu (2003) who stated that obviously students' behavior need to be controlled because they move around in huge group, large playing area, different sporting background and ability, and safety procedure that need to be administered. Therefore, managing physical education class has higher safety risk than the normal classroom. This is because physical education teaching and learning processes take place in large space such as swimming pool, football field, gymnasium, and outdoor court (Cothran and Kulinna, 2015). The ratio of student-teacher might achieve to one teacher to fifty students (1:50) in regular physical education classes. Thus, it is necessary for physical education teachers to keep on improving their pedagogical skill and ability to manage classroom in the diverse teaching areas with huge group of students learning together.

Nowadays, teachers in physical education classes use many teaching approaches. Certain procedures are chosen based on the usual condition in the classroom as well as the characteristics of each physical education teacher (Ismaili et al., 2012). Physical education practical class management has several components. According

to Korpershoek et al. (2014) and McCormack (1997), these components include preventive strategies, supportive strategies, and corrective strategies.

### ***Preventive strategies***

Preventive strategies are the methods implemented by teachers based on what they know to prevent unwanted behavior. Before a problem occurs, proactive techniques are taken to prevent the expected problem, and encourage positive behavior in the classroom (Larson et al., 2018). On the other hand, a teacher who is not proactive or prevention-oriented will cause student misbehavior in the classroom (Beazidou et al., 2013; Carpenter and McKee-Higgins, 1996).

Teachers could spend more time on teaching rather than dealing with student behavior if a classroom management strategy is proactive (Henley, 2010). Although managing this strategy will take time especially at the beginning of the school year, developing this strategy will give a good result and foundation that can be utilized for the whole year (Cook et al., 2018). Thus, this investment will pay off many times over.

### ***Supportive strategies***

Charles (1999) and Sun and Shek (2012) state that students could become agitated and sometimes get tempted easily. Thus, if a misbehavior sign has appeared, the supportive discipline strategy should be brought into action. This type of discipline strategy can assist students in controlling themselves and helping them get back on track (Charles and Senter, 2005). Usually, only the students involved in the matter know that the strategy has been used.

Kyle and Rogien (2004) state that teaching as well as encouraging responsible behavior is the primary focus of the supportive component of classroom management. When students are responsible for their action, it implies good teaching. Students will become more active, have less distraction and give more cooperation in the classroom. This is the focus of the supportive strategy which is, promoting positive behavior that will lead to less corrective interventions. Ormrod (2013) argues that supportive strategy in the classroom significantly contributes to the learning and development of students. Besides, supportive strategy which could re-energize the class can motivate students simply and effectively (Newcomer, 2009)

### ***Corrective strategies***

According to Charles (1999) and Tekindal et al. (2017), misbehavior among students cannot be simply eliminated even using preventive and supportive discipline. Thus,

dealing with misbehavior or violation of the rules must be expeditious. A corrective strategy neither frightens the students nor prompts the struggles of power, but rather can use another approach like stopping disruptive misbehavior. If needed, the teacher should talk to the student about misbehavior privately (Frank et al., 2018).

### **Teaching motivation**

The issue of teacher motivation deserves specific study since the character of the instructor is important both in the lives of individual students and in the greater society (Stirling, 2014; UNESCO, 2015). Similarly, motivation also can increase cognitive process. According to Kong (2014), motivation can usually influence what and how the information is processed. Furthermore, motivation as stated by Bhoje (2015) will result in the enhancement of energy as well as the effort to do things. In the same vein, Suhag et al. (2016) assert that motivation can intensify the commencement and perseverance of events. For example, a teacher continues with teaching his students during his free time and tries to perform other activities concerning his job. Thus, it is essential to study the motivation for teaching because low motivation and ineffective teachers affect teaching negatively.

In addition, Ofoegbu (2004) propagates that teacher motivation is an important determinant for effective classroom and school improvement. According to the author, motivation depends on the desire of teachers during the process of education. Besides, from the study, the result of the analysis showed that majority of the respondents agreed that teacher motivation is an essential factor for determining classroom effectiveness and school improvement. Therefore, inspirational and motivated teachers are crucial in providing quality education (Hornstra et al., 2015).

The study is based on autonomous motivation for teaching (Roth et al., 2007) approach adapted from Self-Determination Theory (Deci and Ryan, 1985). Furthermore, Pelletier et al. (2002), Roth et al. (2007) and Ryan and Connell (1989) have determined the terms and identify the kind of autonomous motivation for teaching to evaluate teachers as four types namely; external, introjected, identified, and intrinsic regulations. In term of integrated regulation Roth et al. (2007) stated that "was not examined (a) because of the difficulty in distinguishing between identified and integrated regulations using self-reports, and (b) following past work that also did not distinguish between those levels" (p. 765). The following are the autonomous teaching motivation dimensions measured:

### ***External motivation***

External motivation originates from outside an individual for doing something to earn a reward or to avoid a

punishment (Anderson, 2016; Deci et al., 2017; Mulvahill, 2018). Nevertheless, some explanations of motivation rely on internal and personal factors such as needs, interests, and curiosity. Other comments point to external and environmental factors such as rewards, social pressure, punishment, and so on (Deci and Ryan, 1985; Ryan and Deci, 2000).

### ***Introjected motivation***

Introjected motivation is referred to as the motivation from an internalized and pressuring voice (Anderson, 2016). The source of regulation for behavior is guilt, worry or shame. For example, "When I try to find interesting subjects and new ways of teaching, I do so because I think it is a shame to keep on teaching in the same way all the time" (Roth et al., 2007). Introjected regulation inspires an individual to initiate a behavior not because they want to, but because they fear not to out of a sense of obligation. An example of introjected regulation is a person who exercises daily because he fears negative effects on his health. The person basically does not necessarily find enjoyment in the service itself. People are encouraged to avoid this form of regulation if possible as it fosters anxiety. With regard to this regulation, positive feelings and confidence in carrying out a task or an action is hard for individuals (Walker et al., 2018).

### ***Identified motivation***

Anderson (2016) mentions, once the person personally identifies the significance of a behavior and acknowledges that it could help him accomplish his objectives, then that person is motivated by the regulation that is identified. The person who has this kind of regulation does not necessarily have to look for satisfaction in the behavior and the reward is not necessarily present. In addition, guilty and embarrassment cannot motivate the person. Instead, he simply knows that the performance is useful for improvement and accepts it as his own. For example, a person may recognize that studying basic movement in physical education class is an essential means to the end of becoming a successful player. This is a subcategory of external motivation which is more self-determined and personal than external regulation. Thus external motivation may be present for a more immediate positive reward, while identified motivation is used to achieve an end that affects an individual's well-being and desires (Ryan and Deci, 2000).

### ***Intrinsic motivation***

This refers to teachers' attentiveness and the pleasure

that they find (Ryan and Deci, 2000). For example, if the teacher feels happy during the teaching process, and does not desire a prize or any other rewards, then his regulation is intrinsic (enjoyment and happiness are the rewards) (Cherry, 2016; Filimonov, 2017).

## **Purpose of study**

The key purpose of this study is to explore whether there is a significant difference in classroom management strategies (CMS) and teaching motivation (TM) between trained and untrained PE teachers in primary schools in Southern Thailand. Besides, it seeks to investigate the relationship between CMS and TM among trained and untrained PE teachers.

## **METHODOLOGY**

### **Participants**

The participants in this study were 72 teachers (32 untrained PE teachers and 40 trained PE teachers) from 30 primary schools in seven school districts in Southern Thailand (Table 1).

Table 2 demonstrates that the average age values of trained and untrained PE teachers are 45.6 and 41.8-year-old respectively.

### **Instrument**

For the purpose of this study, a questionnaire is used for data collection. The questionnaire consists of three parts: (1) background of the participants, (2) Classroom Management Strategies Questionnaire (CMSQ) as employed by McCormack (1997) to explore the aspects of classroom management strategies, and (3) Autonomous Motivation for Teaching Questionnaire (AMTQ) as used by Roth et al. (2007) to explore teaching motivation.

The demography in the first part encompasses age, bachelor's degree program, teaching experience, and so forth to identify the background of the participants. The second part for data collection is concerned with classroom management strategies through CMSQ as employed by McCormack (McCormack, 1997) by using a 5-point scale (1 = "never" to 5 = "very often"). It also includes three measurements namely preventive strategies (measures taken by teachers to prevent future student misbehavior), supportive strategies (making use of quality verbal interaction and positive social associations with students) and corrective strategies (verbal penalty). Besides, Cronbach' alpha coefficient is .91 in this part.

The last part for data collection is concerned with

**Table 1.** Participants in the study.

Provinces	School Districts	Schools	Teachers
1. Songkhla	Songkhla 3	3 Schools	10 Teachers
2. Phatthalung	Phatthalung 1	1 School	2 Teachers
	Phatthalung 2	3 Schools	6 Teachers
3. Nakhon Si Thommarat	Nakhon Si Thommarat 2	5 Schools	14 Teachers
	Nakhon Si Thommarat 3	6 Schools	13 Teachers
4. Trang	Trang 1	4 Schools	12 Teachers
	Trang 2	8 Schools	15 Teachers
Total 4 Provinces	7 School districts	30 Schools	72 Teachers

**Table 2.** Gender, average and standard deviations of age among trained and untrained PE teachers.

Gender	Trained PE teachers	Untrained PE teachers
Male	30 teachers	22 teachers
Female	10 teachers	10 teachers
Average of age	45.6 year old, (S.D. = 12.711)	41.8 year old, (S.D. = 11.153)

teaching motivation through AMTQ as employed by Roth et al. (2007). This part uses a 5-point scale (1 = "strongly disagree" to 5 = "strongly agree") and contains four measurements namely, external motivation (an action is done to gain rewards), introjected motivation (an action is done to avoid guilt), identified motivation (an action is accepted as personally important) and intrinsic motivation (to enjoy and be happy when an action is done). Each measurement consists of four items totaling 16 items. In addition, Cronbach's alpha coefficient in this part shows the values from .68 to .76 for the four measurements (Roth et al., 2007).

### Data collection procedures

In order to investigate the significant difference between CMS and TM for two groups (trained and untrained PE teachers), data were collected from PE teachers who work at government primary schools in Southern Thailand. The procedure to collect data was as follows: firstly, the researcher contacted the school director to schedule an appointment and seek permission to collect data. Secondly, self-administered questionnaires were distributed to the respondents to enable researchers to get instant feedback from the respondents. Moreover, researchers can recollect the questionnaires and ensure that no question is left unanswered (Deren, 2013). Researchers may return the questionnaire right away to the respondents after finding the missing value.

The results of the questionnaire were used for analysis, including descriptive analysis. Moreover, analyzed the

significant difference between trained and untrained PE teachers in terms of CMS and TM through independent t-test analysis, and examination of the relationship between CMS and TM for trained and untrained PE teachers through Pearson correlation coefficient was used.

## RESULTS

### Preliminary analysis

The descriptive analysis to measure mean and standard deviation was conducted in order to compare and investigate the relationship between trained and untrained PE teachers in terms of CMS and TM.

### Independent t-test analysis

This segment shows the significant differences between classroom management strategies and teaching motivation for trained and untrained PE teachers through independent t-test analysis (Table 3).

Means and Standard Deviations were computed through SPSS program version 23. The analysis was conducted by dividing the groups into two (trained and untrained PE teachers). Table 3 shows the mean and standard deviations as follows. First, the mean value of overall CMS among trained PE teachers is 4.16 and S.D. = .45. On the other hand, the mean of the same item among untrained PE teachers is 3.42 and S.D. = .74.

**Table 3.** The Outcomes of the t-test to identify the Significant Differences between Classroom Management Strategies (CMS) (three dimensions) and Teaching Motivation (TM) (four dimensions) among Trained and untrained PE Teachers.

Classroom management	Trained PE teachers (N=40)		Untrained PE teachers (N=32)		df.	t	p
	Mean	S.D.	Mean	S.D.			
Strategies	4.16	.45	3.42	.74	138.960	4.92	.01*
- Preventive strategies	4.46	.44	3.58	.81	148.712	5.54	.01*
- Supportive strategies	4.27	.55	3.49	.87	137.813	4.45	.01*
- Correlative strategies	3.42	.57	3.32	.69	145.627	.66	.51
Teaching motivation	3.92	.56	3.45	.54	52.965	3.60	.01*
- External motivation	3.16	1.13	3.28	.93	69.734	-0.51	.62
- Introjected motivation	3.93	.78	3.40	.80	66.058	2.87	.01*
- Identified motivation	4.37	.58	3.57	.67	61.359	5.33	.01*
- Intrinsic motivation	4.23	.59	3.56	.75	57.985	4.15	.01*

Note: \* $p < .05$ .

**Table 4.** The relationship between Classroom Management Strategies (CMS) and Teaching Motivation (TM) among trained and untrained PE teachers.

Variables	CMS	Trained PE teachers (N=40)	Untrained PE teachers (N=32)
TM	Correlation coefficient	.561**	.211**
	Significance level	.001*	.247

Note \* $p < .05$ .

Secondly, the mean value of TM among trained PE teachers is 3.92 and S.D. = .56. In contrast, the mean value of the same item among untrained PE teachers is = 3.43 and S.D. = .54. Moreover, the independent t-test demonstrates the significant difference for CMS = 138.960,  $t = 3.60$ , and  $p = .01$  ( $p < .05$ ) and teaching motivation,  $df = 52.965$ ,  $t = 3.30$ , and  $p = .01$  ( $p < .05$ ).

Meanwhile, Table 4 shows the relationship between CMS and TM among trained and untrained PE teachers (Table 4).

From Table 4, there is a moderate positive relationship between CMS and TM among trained PE teachers ( $r = .561$ ,  $p < .05$ ). In contrast, there is a weak relationship is evident between CMS and TM ( $r = .211$ ,  $p > .05$ ) among untrained PE teachers.

## DISCUSSION

This study reveals that the mean value of CMS among trained PE teachers is higher than untrained PE teachers. This is because physical education subject is an extra subject. Besides, unlike other subjects, PE requires a large space such as a field, and a lot of materials to carry out activities. Thus, it is hard for incompetent teachers to manage PE classes. According to Arshad and Akramnaseem (2013), trained teachers practice effective classroom management. In contrast, untrained teachers lead to poor classroom management. Besides, in terms

of discipline and class management technique, it was found that trained teachers have more capability to maintain discipline compared to untrained teachers. This is consistent with the findings by Tulyakul et al. (2018) that the mean value of CMS among trained PE teachers is greater than untrained PE teachers. Thus, it is urged that the number of untrained PE teachers (52.4%) in primary schools should be reduced, whilst the number of trained PE teachers should be increased.

Additionally, the finding evinces a significant difference in terms of teaching motivation between trained and untrained PE teachers at the value .05 ( $p < .05$ ). This shows that trained PE teachers have better motivation than untrained PE teachers. Similarly, Arshad and Akramnaseem (2013) examined the performance of trained and untrained teachers in terms of attention given to individual learners and the ability to help the learners with any related issues. The study found that trained teachers pay better attention to individual learners and help the learners face their issue compared to untrained teachers. According to Mkumbo (2011), attention given to individual learners and the effort to help the learners are related to teacher motivation. This is because PE teachers recognize the difference between individual learners in terms of basic skills they acquire, and are capable of helping the learners overcome their weaknesses. Besides, Han and Yin (2016) state that external values can become the demotivating factors such as feeling unsatisfied with the job, lack of expertise,

and so on. Hence, school directors should always consider the type of work and teacher competency that are fitting for the school.

Moreover, this study revealed that there is a positive relationship between CMS and TM among trained PE teachers ( $r = .561$ ,  $p < .05$ ). Regarding classroom management, Sieberer-Nagler (2015) states that teachers have to do everything in the classroom such as arranging the material, organizing the class, handling students' responses, and developing the rules. Hence, teachers who have a lack of motivation will result in ineffective classroom management. This is because, according to Nyakundi (2012) and Ofoegbu (2004), effective classroom management depends on the level of teacher motivation. Similarly, Carson and Chase (2009) argue that teacher motivation influences the effectiveness of classroom management. Thus, schools need to support and encourage teacher motivation both intrinsic and extrinsic for further school development and achievement.

## CONCLUSION

The participants in this study are PE teachers in Southern Thailand. This limits the findings and generalization of conclusion. Thus, future study should be conducted in every province of Thailand to give a wider view of the subject matter. Besides, it is suggested that future study uses other instruments for data collection such as interview and involves a broader group of participants such as staff in school other than teachers. In addition, an investigation into the aspects of classroom management strategies and teaching motivation among trained and untrained PE teachers needs to be carried out. This is important to help PE teachers understand and practice classroom management strategies, and boost their teaching motivation that will in the end, encourage students' performance in class.

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