

**THE RELATIONSHIP BETWEEN CLASSROOM MANAGEMENT STRATEGIES AND TEACHING
EFFECTIVENESS IN TRAINED AND UNTRAINED PHYSICAL EDUCATION TEACHER IN SOUTHERN
THAILAND**

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ABSTRACT

The objective of this study was to compare significant difference between trained and untrained physical education teachers by t-test analysis in classroom management strategies (CMS) and teaching effectiveness (TE). Moreover, the researcher investigates relationship between CMS and TE within two subgroups by correlation analysis. The total of participants in this study was 72 teachers. Include both trained and untrained physical education teachers in Southern Thailand (40 trained and 32 untrained physical education teachers respectively). The self-evaluation of teacher effectiveness questionnaire in physical education (SETEQ-PE) was used to data collection in term of TE by adopted from Kyrgiridis, Derri, Emmanouilidou, Chlapoutaki, and Kioumourtzoglou (2014). Moreover, the researcher adopts the classroom management strategies questionnaire by McCormack (1997) to data collection in CMS aspect. The result found that compared in term of TE and CMS between trained and untrained physical education teachers there are significant difference. So, trained physical education teachers better than untrained physical education teachers in CMS and TE. In addition, this study found that there is positive relationship between TE and CMS within trained and untrained physical education teachers.

KEYWORDS: teaching effectiveness; classroom management strategies; physical education teacher;

INTRODUCTION

Physical education (PE) is the compulsory subject to students since kindergarten until high school level in Thailand. In Thailand, there is eight learning areas in the Basic Education Core Curriculum namely: Social Studies Religion and Culture, Science, Thai Language, Foreign Languages, Mathematics, Occupations and Technology, Arts, Health and Physical Education (Office of the Basic Education Commission, 2008). The PE subject is aim to develop the physical, mental, emotional, social and intelligent by PE learning in school [Organization for Economic Co-operation and Development and United Nations Educational, Scientific and Cultural Organization (OECD-UNESCO), 2016]. However, the effectiveness of PE teaching in school depend on quality PE teacher because teachers' performance has significant relationship towards teaching ability (Lin, Xie, Jeng & Huang, 2010)

Furthermore, according to Barman and Bhattacharyya (2015), Wankat (2002) teaching effectiveness is important because effective teaching helps and encourages student learning. For example, when properly implemented, instructional strategies such as identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition can increase the result of student achievement around 29-45 percent (Marzano, Pickering, and Pollock, 2001). On the other hand, in Thailand according to Ruangdum (2003) survey about state and problem of physical education teaching in primary school found that physical educators cannot create teaching method to fun activity because do not understand in the deep to curriculum. Moreover, PE teaching and learning in primary school in Thailand found that teachers still focus on sport competition more than the important and understand to PE and basic movement (Maieam, 2003). That is because most teachers understand the PE is only playing sports and competition. To make it worst, it was found that most teachers which are unclear with the curriculum and organize learning activities are not diverse and enjoy in primary school (Hardman & Marshall, 2014).

Therefore, the classroom management strategies are a necessary for teaching effectiveness in the classroom and crucial to education system (Ezzati, Amirtash, & Tojari, 2015; Ramezaninejad, Hemmatinejad, & Hemmatinejad, 2011). That is because effective teaching and learning cannot take place in poorly managed classrooms (Korpershoek, Harms, de Boer, van Kuijk & Doolaard, 2014). Moreover, suitable classroom arrangement will support students learning (Marzano, Marzano, & Pickering, 2003). However, PE classroom is difference to other subjects' class due to large space and sports facilities (Osborne, Belmont, Peixoto, Azevedo & Junior, 2016). This is because arrangement of PE class necessary continuous handling, controlling, and monitoring (Ezzati, Amirtash, & Tojari, 2015). Thus, the teacher should have clearness, handle, engaging and motivating students,

stimulating learners' interest, active, creating harmony with learners, and maintaining quality classroom environment for increase the greater student learning (Hativa, Barak & Simhi, 2001).

Due to the fact that PE focus on developing the students' potential on physical, emotion, social, and mental, therefore, PE classes should be taught by trained PE teacher (OECD-UNESCO, 2016). Unfortunately, the research investigates the relationship of the CMS and TE between trained and untrained PE teachers in primary school is still rare. Therefore, this study will identify the problem found by the southern province in Thailand. Moreover, Pramann and Pramann (2016) found that 52.4 percentage of teacher in primary school are non- PE graduated. So, it is necessary and findings that there are any differences between trained and untrained PE teachers in CMS and TE because these variables effect to students learning. Thus, this issue of graduate and non-graduate had not been examining yet. The finding of the present study should be conducted in order to provide valuable information for professional PE teacher development in effective teaching. Thus, it could stimulate a better reflection on the program of PE teacher education in Thailand.

PURPOSES OF THIS STUDY

The purpose of this study to examine whether there is a significance difference in the classroom management strategies and teaching effectiveness between trained and untrained primary school physical education teachers in Southern Thailand.

METHODS

PARTICIPANTS

Participants in this study consist 30 schools, seven school districts under four provinces in Southern Thailand (Table 1).

Table 1: Show the participants in this study.

| Provinces | School Districts | Schools | Teachers |
|------------------------|---------------------------|-------------------|--------------------|
| 1. Trang | Trang 1 | 4 Schools | 12 Teachers |
| | Trang 2 | 8 Schools | 15 Teachers |
| 2. Nakhon Si Thommarat | Nakhon Si Thommarat 2 | 5 Schools | 14 Teachers |
| | Nakhon Si Thommarat 3 | 6 Schools | 13 Teachers |
| 3. Phatthalung | Phatthalung 1 | 1 School | 2 Teachers |
| | Phatthalung 2 | 3 Schools | 6 Teachers |
| 4. Songkhla | Songkhla 3 | 3 Schools | 10 Teachers |
| Total | 7 School districts | 40 Schools | 72 Teachers |

The total samples in this study were 72 teachers from two groups. There were 32 untrained PE teachers and 40 trained PE teachers from 32 primary schools in Southern Thailand. (Table 2)

Table 2: Gender, average and standard division of age between trained and untrained PE teachers

| | 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) |

INSTRUMENT

This study utilized two questionnaires to data collection. Firstly, the questionnaire for the self-evaluation of teacher effectiveness in physical education (SETEQ-PE) of the instrument will adopt by Kyrgiridis et al. (2014). This part was use investigate the level of teaching effectiveness to teachers when they teaching in their physical education class. In this questionnaire consist of five scale (1 = “never” through 5 = “very often”), six domains of SETEQ-PE. Each domains relating with; five items of learning environment, five items of student and teacher assessment, four items in application of the content of physical education, four items in use of technology, four items of teaching strategies, and four items of lesson implementation. This instrument showed that the self-evaluation questionnaire is a valid and reliable tool that can be used for assessing the work of the PE teacher. Kyrgiridis et al. (2014) determined the reliability coefficients of this questionnaire are .95.

Secondly, the researcher adopts the classroom management strategies questionnaire by McCormack (1997) to data collection in CMS aspect. This questionnaire consists of five scales (1 = “never” through 5 = “very often”) and elements of three dimensions as follow: preventative strategies include nine items, support strategies include seven items and corrective strategies consist four items. Cronbach’ alpha = .91 in the CMS questionnaire by McCormack (1997). Further, this tool might probably enhance a teacher’s knowledge, understanding, motivation, and attitudes towards teaching.

DATA COLLECTION PROCEDURE

The researcher was obtained the information from government primary school in Southern Thailand. The procedures for collect data are explained; the researcher brought the letter from University Utara Malaysia to director of school to get the questionnaire with the target samples. (Table 1) Clarifies procedures of the implementation to the director and teacher, then the target samples

doing of questionnaire and the researchers got the questionnaire from target samples after completed questionnaire for data analysis.

Data was analyzed in three parts. The first part, mean and standard deviation was analyzed the level of TE and CMS between trained and untrained PE teachers. The second part, t-test was analyzed the compared significant different the level of TE and CMS between trained and untrained PE teachers. The last part, Pearson correlation produce moment was analyzed the relationship between CMS and TE both trained and untrained PE teachers. The Statistical Package Social Science (SPSS) version 22 was used for all these statistical procedures.

RESULTS OF THIS STUDY

PRELIMINARY ANALYSIS

In this study, a series of preliminary analyses (Mean and Standard Deviation analyses) were conducted to compared and investigate relationship the CMS and TE in trained and untrained PE teachers (Table 3):

INDEPENDENT T-TEST ANALYSIS

This part shows that significance difference of CMS and TE between trained and untrained PE teachers by independent t-test analysis. (Table 3)

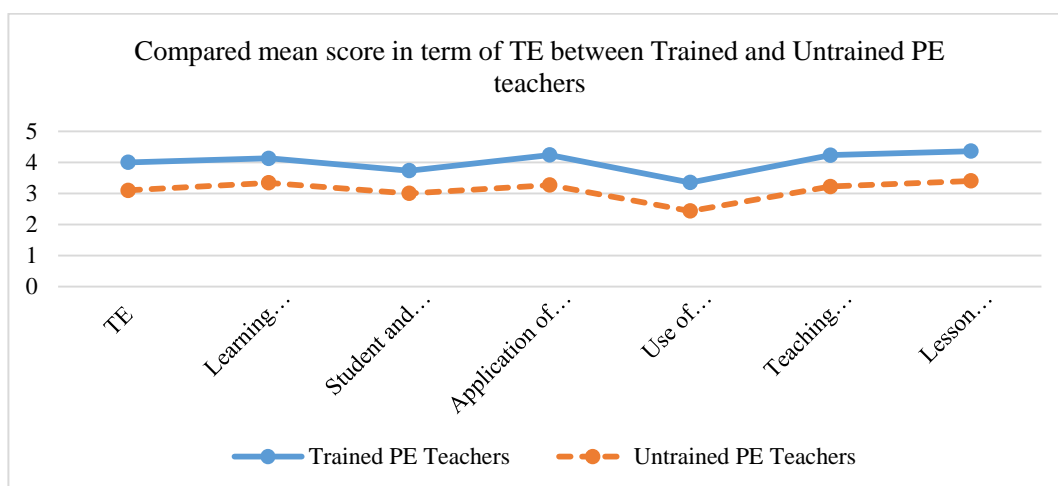
Table 3: Results of the t-test analyzed to significant difference of TE (six dimensions) and CMS (three dimensions) between trained and untrained PE teachers

| | Trained PE teachers (N=40) | | Untrained PE teachers (N=32) | | t | p |
|--|-------------------------------|------------|---------------------------------|------------|------|------|
| | Mean | S.D. | Mean | S.D. | | |
| Teaching Effectiveness | 4.00 | .53 | 3.10 | .76 | 5.82 | .00* |
| - Learning Environment | 4.13 | .55 | 3.34 | .80 | 4.75 | .00* |
| - Student and Teacher Assessment | 3.73 | .72 | 3.00 | .98 | 3.64 | .00* |
| - Application of the Content of PE | 4.24 | .64 | 3.27 | .82 | 5.48 | .00* |
| - Use of Technology | 3.35 | .90 | 2.34 | .82 | 4.99 | .00* |
| - Teaching Strategies | 4.23 | .60 | 3.22 | .90 | 5.42 | .00* |
| - Lesson Implementation | 4.36 | .57 | 3.40 | .89 | 5.53 | .00* |
| Classroom Management Strategies | 4.16 | .45 | 3.42 | .74 | 4.92 | .00* |
| - Preventative strategies | 4.46 | .44 | 3.58 | .81 | 5.54 | .00* |
| - Supportive strategies | 4.27 | .55 | 3.49 | .87 | 4.45 | .00* |
| - Correlative strategies | 3.42 | .57 | 3.32 | .69 | .66 | .51 |

Note: * p < .05

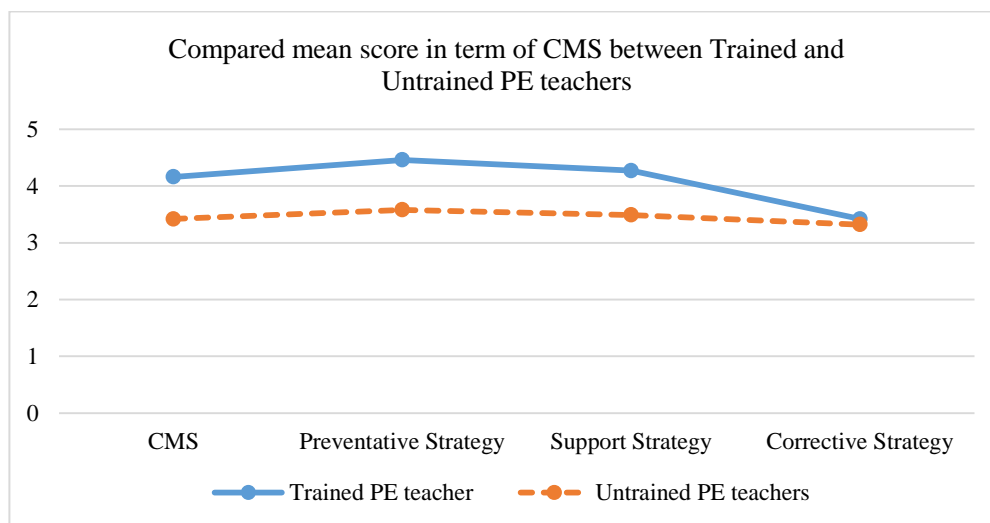
As the part of preliminary analyses, mean and standard division (S.D.) analyses were conducted separately for trained and untrained PE teachers in this study. Firstly, overall of TE in trained PE teachers there are mean score = 4.00 and S.D. = .53. On the other hand, the untrained PE teacher are mean score and S.D. = 3.10 and .76 respectively. Secondly, in term of TE the trained PE teachers there is mean score better than untrained PE teachers in every dimensions. In addition, there are significant different between trained and untrained PE teachers in TE aspect. Thirdly, overall of mean score of CMS in trained PE teacher better than untrained PE teachers that 4.16 and 3.42 respectively. In addition, trained PE teachers there is mean score higher than untrained PE teachers in every aspect. Moreover, there is significant different between trained and untrained PE teachers in CMS.

Graph 1: Show the result of compared mean score in term of TE between trained and untrained PE teachers



This graph indicated that the result of compared mean score in term of TE between trained and untrained PE teachers which over all of mean score trained PE teachers higher than untrained PE teachers.

Graph 2: Show the result of compared mean score in term of CMS between trained and untrained PE teachers



This graph indicated that the result of compared mean score in term of CMS between trained and untrained PE teachers which over all of mean score trained PE teachers higher than untrained PE teachers.

CORRELATION ANALYSIS

This part to indicate that the result of relationship between CMS and TE within trained and untrained PE teachers.

Table 4: Result of the relationship between CMS and TE within trained and untrained PE teachers

| Variables | CMS | Trained PE teachers (N=40) | Untrained PE teachers (N=32) |
|-----------|-------------------------|----------------------------|------------------------------|
| TE | Correlation Coefficient | .802** | .802** |
| | Significance Level | .00* | .00* |

Note * $p < .05$

From the table 4 show that there is positive relationship between CMS and TE within trained PE teachers ($r = .802, p < .05$) and untrained PE teachers ($r = .802, p < .05$).

DISCUSSION AND CONCLUSIONS

The objective of this study is to compared between trained and untrained PE teachers in Southern Thailand in term of TE (six dimensions) and CMS (three dimensions). In addition, to investigate the relationship between TE and CMS within trained and untrained PE teachers.

Firstly, are there any significant differences between trained and untrained PE teachers in term of TE? The result of this part indicated that trained PE teachers there is mean score more than untrained PE teachers and there is significant different equal .00 that less than .05 ($p < .05$). Similar

to this result of Naoreen, Gull, Asghar and Mahmood (2014) found that trained teachers are significantly better than untrained teachers on overall teaching. According to Bunpeay (2013) state that physical education is a specific subject which should be teaching by trained physical education teacher for greater effective teaching. In addition, Arshad and Akramnaseem (2013) mention effectiveness of teachers depends upon the teacher's training. On the other hand, if without training of teacher the effective teaching direct to fail (Arshad & Akramnaseem, 2013). Thus, it was suggested that the 52.4 % should be increase to at least 80 % in the year terms.

Secondly, are there any significant differences between trained and untrained PE teachers in term of CMS? Overall the result of CMS show that trained PE teachers there is mean score more than untrained PE teachers and there is significant different equal .00 that less than .05 ($p < .05$). This result demonstrated that CMS of trained PE teachers better than untrained PE teachers. According to Arshad and Akramnaseem (2013) CMS is very important part of the teacher training. The trained teachers use class management techniques in class. They found that 68% of the untrained teachers use the class management techniques, 78% of trained teachers use class management techniques that is greater than the untrained teacher. Moreover, Gareis and Grant (2014) stated that trained teacher more experienced on classroom management strategy than untrained teacher statistically significant differences. Perhaps, future study should also be conducted through independent interview to identify why experience teachers' performance better and what should the novice teacher do to push to they excellence level. According to Entwistle and Ramsden (2015); Zhang (2008) stated that who have high teaching and training experience can be good class control because they can bring their experience to management in classroom.

Thirdly, is there relationship between CMS and TE within trained and untrained PE teachers? From the result indicated that, both of trained and untrained PE teacher there are positive relationship between CMS and TE within trained PE teachers ($r = .802, p < .05$) and within untrained PE teachers ($r = .802, p < .05$). This study shows that CMS there is positive relationship with TE because if PE teachers had good deal to PE class that result to effective teaching. According to Evertson and Weinstein (2013); Giallo and Little (2003) confirm that the relationship between TE and classroom management are the key factors that could link to the success of classroom management, and if teachers are able to run the classroom in an effective way, it helps children to be successful in their learning. Furthermore, Korpershoek et al. (2014) state that effective teaching and learning cannot take place in poorly managed classrooms.

CONCLUSION

This study is also limited to the teacher in Southern Thailand and should be expanded to our entire province in Thailand. However, because this is like a pilot study of investigating the trained and untrained PE teachers, it was suggested that modification by adding independent interview method should be included in the future. On the other hand, investigating by comparing the trained and untrained PE teachers with the original conventional classroom teaching also need to be conducted. Through that, it helps education understand more of the classroom management and teaching effectiveness this will enrich students' performances in the class.

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