



## EXAMINING METHODS USED BY PHYSICAL EDUCATION TEACHERS AGAINST PROBLEM BEHAVIORS

\*Gülsüm Hatipoğlu Özcan

Vocational School, Sports Management, Istanbul Gelisim University

### ARTICLE INFO

#### Article History:

Received 19<sup>th</sup> August 2017  
Received in revised form  
23<sup>rd</sup> September, 2017  
Accepted 20<sup>th</sup> October, 2017  
Published online 29<sup>th</sup> November, 2017

#### Key Words:

Physical education teacher,  
Problembehaviors,  
Method of coping with  
Problembehaviors

#### \*Corresponding author

Copyright ©2017, Gülsüm Hatipoğlu Özcan. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Gülsüm Hatipoğlu Özcan. 2017. "Examining methods used by physical education teachers against problem behaviors", *International Journal of Development Research*, 7, (11), 16764-16767.

### ABSTRACT

In this study; it is aimed to examine methods used by physical education teachers (PETs) against problem behaviors that spoil the learning environment, as well as their opinions about the reasons of these behaviors and the effect of factors like age and gender on methods used by PETs. As a result of the study, problem behaviors faced by PETs were determined mainly as talking without permission, talking too much and in a disturbing way, lying and concerning with things outside of lesson in the class. According to PETs, reasons of problem behaviors of students were determined as; the effect of violence displayed on television and other mass media, negative attitudes and behaviors of families toward their children and indifference of families toward the education of their children. Methods used by physical education teachers against behaviors that spoil the learning environment were established as; "I try to create a warm classroom environment", "I interfere immediately" and "I find out the reason of behavior and offer corrective solutions". It was determined that age and gender factors had no effect on problem behaviors frequently faced by PETs, their opinions about the reasons of these behaviors and methods they used ( $p>0,05$ ).

## INTRODUCTION

Existing in every era and in every human society; education centers upon imperfect humans that are trained to become perfect. As humans are beings that exist, develop and change, education uses their affectibility, arranges and changes their behaviors as it pleases (Ergün, 2015). Today, school constitutes the most important part of the educational process. School prepares children to life. Values that are gained there affect the life of children and the way they perceive social values positively (Korkmaz and etc, 2007). School is responsible for children's academic and social learning. Considering from this point of view, it is important for children to preserve their existing appropriate behaviors, acquire and develop new appropriate behaviors, decrease or remove their inappropriate behaviors - if available - in order to successfully adapt to social life (Eripek, 1998). These results reveal the necessity and importance of performing educational activities with classroom management behaviors for teaching within a certain order. An efficient management is necessary for enabling students to have planned behaviors inside or outside of educational activities, maximizing their

participation for a permanent learning, using the education time in the best way possible and minimizing problem behaviors that spoil the order (Turanlı, 1995). Teachers are primarily responsible for arranging and conducting education (Dilekman, 2008). Teaching is a complicated profession that is conducted in a highly complex working environment (Evertson and Harris, 1992; Weber, 1986; Cited by; Sadık, 2002). In this context, a teacher who works according to the principles of modern education and training is not only a lecturer that holds exams and gives grades, but also an organizer, a manager, guide, observer and an evaluator (Korkmaz and Özkaya, 2007; Çalık, 2003). Today, rather than concentrating on problem behaviors of students, classroom management skills of teachers are tried to be developed (Wragg and Wragg, 1998). Formation and sustainment of a quality process of teaching where permanent learning is provided depend on the development of classroom management skills in teachers (Başar, 2004). Efficient teachers use positive discipline methods, pragmatic learning and problem solving strategies in classroom management (Bear, 1998; Cited by; Uysal, Altun and Akgün, 2010). An efficient classroom management shows that existing strategies may be

ineffective and it requires the presence of teachers who are skilful in realizing the necessity for an alteration and competent in using different strategies (Oliver and Reschly, 2007; Cited by; Uysal, Altun, Akgün, 2010). Only teachers with these qualities will support students to be raised as responsible and honest individuals who respect the rights of others while protecting their own (Akar, Tantekin, Tor, Şahin, 2010). Problem behaviors in classroom constrain teachers from achieving their intraclass goals. On the other hand, correcting such behaviors is one of educational goals of teachers. Because unless such behaviors are corrected, they may become permanent for individuals lifelong (Aksoy, 2006). In this 21st century; teachers, managers, families and society all agree that basic problem of schools is the management of problem behaviors in the world and in our country (Sadık, 2002). According to literature review, studies in our country show that researches on strategies applied by teachers against problem student behaviors concentrate on primary education and limited number of researches on branch teachers do not involve physical education teachers sufficiently (Uysal, Altun and Akgün, 2010). Thus, this study aims to reveal the frequency of physical education teachers to encounter behaviors that spoil the learning environment, as well as their opinions about the reasons of behaviors that spoil the learning environment, behavioral methods they use in case of encountering such behaviors; offer positive behavioral suggestions to teachers on this subject and determine methods of physical education teachers to cope with negative behaviors.

## MATERIALS AND METHODS

**Study Model:** Being a screening model; “Descriptive Method” was used in the study and data were obtained via five point likert scale (Kaptan, 1998).

**Population and Sample:** Target population of the study consisted of totally 178 PETs working at official and private secondary schools of the Ministry of National Education in İstanbul province Pendik and Kartal districts in the school year of 2015-2016. It was planned to conduct the study on this population; however, only 102 PETs were reached. Thus, 57% of the population could be reached.

**Data Collection Tool:** Questionnaires that were developed by Korkmaz and colleagues (2007) based on literature review and expert opinions were used in the study. Questionnaires consist of three parts. The first part includes an assessment instrument developed for determining problem student behaviors in the learning environment according to physical education teachers (Cronbach alpha reliability coefficient 0,92); the second part includes an assessment instrument developed for determining the reasons of problem student behaviors (Cronbach alpha reliability coefficient 0,85); and the third part includes an assessment instrument developed for determining methods frequently applied by physical education teachers against problem student behaviors (Cronbach alpha reliability coefficient 0,78). Additionally, a personal information form was used for determining age and gender features of teachers.

**Data Analysis:** Analysis was conducted by using the SPSS 0.23 package software. While Student-t test was used in two-group statistics, ANOVA test was used in more than two groups.

## RESULTS

This chapter of the study presents findings acquired as a result of statistical analysis of the data collected via questionnaires and averages regarding these findings.

**Table 1. Order of problem behaviors encountered in students according to their significance levels**

Talking too much and in a disturbing way	2,78	,852
Lying	2,78	,981
Concerning with things outside of lesson in the class	2,66	,884
Swearing	2,65	1,011
Being late for classes	2,65	,713
Displaying behaviors that spoil the lesson (such as laughing, doing buffoonery)	2,63	,974
Harming school stuff	2,54	,930
Not attending the lesson	2,51	,952
Assaulting verbally (quarreling)	2,41	,860
Nicknaming	2,41	,883
Eating things in the class (chewing gum, candy)	2,40	1,027
Displaying impolite and disrespectful behaviors toward the teacher	2,39	,706
Fighting	2,36	,993
Cheating	2,34	1,039
Walking around without permission, spoiling the arrangements	2,32	,956
Not fulfilling the tasks	2,314	,9848
Not fulfilling teacher's requests regarding the lesson	2,31	,933
Harming the stuff of other students	2,05	,801
Stealing	1,50	,768
Harassing other students with tools like guns, knives, etc.	1,41	,650
Harassing the teacher with tools like guns, knives, etc.	1,15	,431

Table 1. Shows that according to PETs; talking without permission ( $X = 3,31 \pm 1,034$ ), talking too much and in a disturbing way ( $X = 2,78 \pm ,852$ ), lying ( $X = 2,78 \pm ,981$ ) and concerning with things outside of lesson in the class ( $X = 2,66 \pm ,884$ ) are among the most frequent problem behaviors.

**Table 2. Order of reasons of problem student behaviors according to their significance levels**

	X	SS
Effect of violence displayed on television and other mass media	3,99	,939
Negative attitudes and behaviors of families toward their children	3,92	,875
Indifference of families toward the education of their children	3,88	,947
Intrafamilial problems	3,84	,982
Effect of developmental features of students' age (like adolescence)	3,47	,754
Cultural, economic and social differences between students	3,31	,944
Overcrowded classes	3,10	1,139
Insufficiency of teacher in educational methods	2,75	1,431
Insufficiency of equipments	2,73	1,127
Inconsistency of teacher	2,67	1,352
Intraclass arrangements (like settlement order of students, order of educational instruments)	2,59	,989
Boring classes due to lack of an appropriate environment	2,52	,962
Inappropriate educational applications for students' development levels	2,52	,909
Failure of teachers to know the approaches of providing classroom order	2,49	1,175
Uninteresting homework for students	2,35	,816
Inexplicit and nonapparent rules and instructions to be obeyed in the class	2,28	,979

Table 2 shows that according to PETs; reasons of problem student behaviors are associated with effect of violence

displayed on television and other mass media ( $X= 3,99 \pm ,939$ ), negative attitudes and behaviors of families toward their children ( $X= 3,92 \pm ,875$ ) and indifference of families toward the education of their children ( $X= 3,88 \pm ,947$ ).

Table 3 shows methods used by physical education teachers against problem behaviors. According to the answers of PETs, the most frequently used methods include; "I try to create a warm classroom environment" ( $X= 3,92 \pm ,875$ ), "I interfere

**Table 3. Methods used by PETs against problem behaviors**

	X	SS
I try to create a warm classroom environment.	4,23	,943
I interfere immediately.	4,17	1,091
I find out the reason of behavior and offer corrective solutions.	4,15	,801
I encourage her or him to establish a dialogue with students using positive behaviors.	3,93	,998
I occupy her or him in entertaining classroom activities.	3,85	,979
I apply to interesting activities for her or him (like a competition).	3,79	,916
I tell encouraging things to her or him at a proper time in the class.	3,73	,935
I show her or his positive behaviors as an example to others.	3,66	1,058
I walk around the student.	3,57	1,113
I make jokes to motivate her or him.	3,54	1,087
I inform her or his parents about her or his actions.	3,52	1,069
I inform the school counselor.	3,46	1,166
I arrange a private interview at the end of the lesson.	3,45	,961
I actively participate in the lesson near her or him.	3,21	1,129
I remind lesson rules in front of everyone.	3,14	1,169
I ask her or him to see me at the end of every lesson.	3,14	1,290
I look at her or him in the eye.	3,13	1,447
I tell that inappropriate classroom behaviors affect me negatively.	2,96	1,143
I prefer teaching with more intense activities.	2,90	1,223
I start a discussion on problem behaviors in the class.	2,65	,971
I start a discussion on deviations from rules in the first lesson.	2,64	1,311
I make her or him do practices apart from the group during the lesson.	2,35	1,001
I threaten to throw her or him out of the class.	2,33	1,607
I scold her or him using words that would prevent her or him from doing it again.	2,27	1,064
I do not involve her or him in entertaining activities of the class.	2,25	1,494
I make her or him do unfavorable things (like collecting balls-setting up a net).	1,96	1,033
I detract her or him from the lesson environment.	1,92	1,050
I refer her or him to the administration.	1,89	1,098
I do not let her or him go out during the break time.	1,88	1,253
I let the class alone.	1,83	1,243
I ignore her or him.	1,83	1,016
I pull her or his ears.	1,80	1,108
I throw a ball, etc. toward her or him.	1,78	1,295
I send her or him to the corner of punished students.	1,64	1,032
I threaten to refer her or him to the administration.	1,63	1,014
I pull her or his hair.	1,55	1,040

**Table 4. Effect of gender factor on problem behaviors encountered by PETs, their opinions about the reasons of these behaviors and methods they use**

		N	X	SS	P
Total average score of behaviors that spoil discipline	Male	68	50,852	11,518	,115
	Female	32	53,968	7,756	
Total average score of opinions about the reasons of behaviors that spoil discipline	Male	68	49,529	11,326	,855
	Female	32	47,156	8,755	
Total average score of methods used against behaviors that spoil discipline	Male	68	1,02,647	17,941	,802
	Female	32	1,01,718	16,774	

**Table 5. Evaluating age factor on problem behaviors encountered by PETs, their opinions about the reasons of these behaviors and methods they use**

	AGE	N	X	SS	P
Total average score of behaviors that spoil discipline					
Total average score of opinions about the reasons of behaviors that spoil discipline	20-30	24	50,000	12,451	,347
	31-40	57	53,228	10,092	
	>40	21	50,428	8,576	
	Total	102	51,892	10,423	
Total average score of methods used against behaviors that spoil discipline					
Total average score of behaviors that spoil discipline	20-30	24	45,250	9,208	,177
	31-40	57	48,754	11,217	
	>40	21	51,142	10,753	
	Total	102	48,421	10,768	
Total average score of opinions about the reasons of behaviors that spoil discipline	20-30	24	94,791	18,098	,090
	31-40	57	1,03,614	18,796	
	>40	21	1,04,571	13,017	
	Total	102	1,01,735	17,865	

immediately" ( $X= 3,92 \pm ,875$ ) and "I find out the reason of behavior and offer corrective solutions" ( $X= 3,92 \pm ,875$ ). According to Table 4 examining gender factor on problem behaviors encountered by PETs, their opinions about the reasons of problem behaviors and methods used against these problem behaviors; there is no statistically significant difference ( $p>0,05$ ). According to Table 5 examining age factor on problem behaviors encountered by PETs, reasons of problem behaviors and methods used against these problem behaviors; there is no statistically significant difference ( $p>0,05$ ).

## DISCUSSION AND CONCLUSION

According to PETs; talking without permission ( $X= 3,31 \pm 1,034$ ), talking too much and in a disturbing way ( $X= 2,78 \pm ,852$ ), lying ( $X= 2,78 \pm ,981$ ) and concerning with things outside of lesson in the class ( $X= 2,66 \pm ,884$ ) are among the most frequent problem behaviors. These behaviors were determined as talking without permission, indifference toward the lesson or activities being conducted during the lesson and disturbing friends in relevant studies by Atıcı (2001), Akkök and colleagues (1995). In his study that was conducted in primary schools, Türnüklü (2006) also determined that noise and talking without permission were among basic behaviors spoiling the learning environment (Korkmaz *et al.*, 2007). These results show a parallelism with results obtained in the study. According to findings, PETs indicated the reasons of problem behaviors as the effect of violence displayed on television and other mass media ( $X= 3,99 \pm ,939$ ), negative attitudes and behaviors of families toward their children ( $X= 3,92 \pm ,875$ ) and indifference of families toward the education of their children ( $X= 3,88 \pm ,947$ ).

California Department of Education (2000) researches show that even though problem behaviors are caused by a number of factors, reasons originating from the school environment and the classroom environment are considered the most important. It is known that familial problems, which are among social factors, have a great effect on children's behaviors in school. However, it is also suggested to consider factors caused by school where children spend the large part of their time. Some events experienced by children in the classroom and in school lead to negative behaviors and cause some children to perceive school as an unreliable and undesirable place (Yener, 2011). The results show that all the responsibility is associated with family and other factors. However, as teachers take the lead in struggling with problem behaviors, they should remember that they are also involved in the educational part. Showing family and society as basic reasons will make it seem like the responsibility of struggling with problem behaviors is referred to family and society (Tertemiz, 2001). Results regarding methods used by PETs against problem behaviors were determined as; "I try to create a warm classroom environment" ( $X= 3,92 \pm ,875$ ), "I interfere immediately" ( $X= 3,92 \pm ,875$ ) and "I find out the reason of behavior and offer corrective solutions" ( $X= 3,92 \pm ,875$ ). It might be suggested that teachers who create a good atmosphere in the classroom and attract the attention of students to the class are liked by their students and apply to such behaviors less frequently (Tertemiz, 2001).

Because physical education lessons generally comprise applied and game-oriented movement training, teachers are closer to their students while teaching and they may even play and compete with them when necessary. This condition increases the love and respect between students and teacher (Korkmaz *et al.*, 2009). Another result obtained from the study is that age and gender factors have no effect on problem behaviors frequently faced by PETs, reasons of these behaviors and methods they use against these behaviors ( $p>0,05$ ).

## REFERENCES

- Akar, H., Tantekin E., Tor D., Şahin İ.T. 2010. Öğretmenlerin Sınıf Yönetimi Yaklaşımları ve Deneyimlerinin İncelenmesi, İlköğretim online, 9(2), 792-806. <http://ilkogretim-online.org.tr>. Erişim tarihi: 17.09.2017
- Akkök, F. Askar, P. ve Sucuolu, B. 1995. Safe schools require the contributions of everybody: the Picture in Turkey. *Thresholds in Education*, 12, 29-3
- Aksoy, N. 2006. İlköğretim Okullarında Öğrenci Disiplinine İlişkin Öğretmen Görüşleri (Ankara ili Örneği). Yüksek Öğretim Kurumu. [Online] [http://www.yok.gov.tr/egitim/ogretmen/tez\\_ozetleri/aksoy.html](http://www.yok.gov.tr/egitim/ogretmen/tez_ozetleri/aksoy.html), Erişim tarihi: 25.05.2009
- Atıcı, M. 2001. İlköğretimdeki Öğrencilerde Görülen İstenmeyen Davranışlar ve Nedenleri, Çukurova Üniversitesi Eğitim Fakültesi Dergisi, 2(20), 6-11.
- Başar, H. 2004. Sınıf Yönetimi. Ankara: Pegem Yayıncılık.
- Çalık, T. 2003. Sınıf Yönetimi. (Editör: Leyla Küçükahmet). Ankara: Nobel Yayın Dağıtım.
- Ergün, M. 2015. Eğitim Felsefesi. 5. Baskı. Pegem Yayıncılık, Ankara.
- Eripek, S. 1998. Öğrenci Davranışlarını Değiştirme. *Eğitim Bilimlerinde Yenilikler*.
- Kaptan, S. 1998. Bilimsel araştırma ve istatistik teknikleri. Ankara: Tekışık Web Ofset Tesisleri.
- Korkmaz F., Korkmaz N. ve Özkaya G. 2007. Beden Eğitimi Öğretmenlerinin Öğrenme Ortamını Bozan Davranışlara Karşı Geliştirdikleri Davranış Stratejileri (Bursa İli Örneği). *Eğitim Fakültesi Dergisi XX (1)*, 67-87.
- Sadık, F. 2002. İlköğretim I. Aşama Sınıf Öğretmenlerinin Sınıfta Gözlemledikleri Problemler Davranışlar. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, Cilt:10 Sayı:10*
- Tertemiz, 2001. Sınıf Yönetimi ve Disiplin. Sınıf Yönetimi. Ankara. Nobel Yayıncılık.
- Türnüklü, A. 2006. İlkokullarda Sınıf Yönetimi [Online] [http://www.yok.gov.tr/egitim/ogretmen/tez\\_ozetleri/aturnu\\_klu.html](http://www.yok.gov.tr/egitim/ogretmen/tez_ozetleri/aturnu_klu.html), Erişim tarihi: 22 Haziran 2008
- Uysal H., Altun, S., Akgün E. 2010. Okulöncesi öğretmenlerinin çocukların istenmeyen davranışları karşısında uyguladıkları stratejiler. *İlköğretim Online*, 9(3).
- Wragg, E. C. ve Wragg, C. M. 1998. Classroom Management Research in the United Kingdom. *Eric Document*, 418 971
- Yener, F. 2011. Sorunlu Öğrenci Davranışlarının Çözümünde Yönetici ve Öğretmenlerin Rol Model Davranışlarının Önemi. Yüksek lisans tezi. Kocaeli Üniversitesi/Sosyal Bilimler Enstitüsü, Kocaeli.