

COLLEGE OF NATURL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

RESEARCH MINIMIZING THE STUDENTS DISCIPLINARY PROBLEM IN PHYSICAL EDUCATION CLASS IN CASE OF GRADE 7 AND 8 CLASS STUDENTS OF RASZESILASSIE PRIMARY SCHOOL IN WOLKITE TOWN.

A RESEARCH PAPER SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCE FOR THE PARTIAL FULFILLMENTS OF THE REQUIREMENTS FOR THE BSC DEGREE IN SPORT SCIENCE

BY: ABERA DELKESO

ADVISOR: ALEMAYEHU TURGA (BSc.)

AUG, 2013 EC

WOLKITE, ETHIOPIA

WOLKITE UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

MINIMIZING THE STUDENTS DISCIPLINARY PROBLEM IN PHYSICAL EDUCATION CLASS IN CASE OF GRADE 7 AND 8 CLASS STUDENTS OF RAZESILASSIE PRIMARY SCHOOL IN WOLKITE TOWN.

BY: ABERA DELKESO

ADVISOR: ALEMAYEHU TURGA (BSc.)

Approval Boards of Examiner

Chair Man Full Name	Signature	Date
Advisor Full Name	Signature	Date
Examiner Full Name	Signature	Date

AUG, 2013 EC

WOLKITE, ETHIOPIA

Acknowledgement

SFirst, I would like to express my deepest heart gratitude to the almighty God for his all goodness and assistant on all my works.

Next, my deepest heartfelt gratitude goes to my Advisor Alemeyehu Turga for his genuine comments, corrections and showing directions for the whole accomplishment of this research work.

Then, my sincerely gratitude goes to all my family members and some teachers for their support with monetary and moral issues.

Final, I would like to show my greatest thanks to Raszesillasie primary school students, teachers and management bodies for their genuine acceptance of questionnaire and the adequate information given for the purpose of this research.

TABLE OF CONTENTS

Contents **Page**

ACKNOWLEDGEMENTS ..... **Error! Bookmark not defined.**

LIST OF TABLES……ii

ABSTRACT……...ii

ABBREVIATION…… ii

CHAPTER ONE 1

INTRODUCTION ..... **Error! Bookmark not defined.**

1.1 Background of the Study ..... **Error! Bookmark not defined.**

1.2 Statement of the problem ..... **Error! Bookmark not defined.**

1.3 resarch question……2

1.4 Objectives of the study..... 2

1.4.1 General Objectives..... 2

1.4.2 Specific Objectives 3

1.5 Hypothesis of the study…….3

1.6 Significance of the study..... 3

1.7 Limitation of the study..... 3

1.8 Delimitation of the study 4

1.9 Organization of the study..... 4

CHAPTR TWO..... 5

REVIEW OF RELATED LITERATURE ..... **Error! Bookmark not defined.**

2.1The concept of discipline……6

2.2 Factors contributing to students disciplinary problems ..... **Error! Bookmark not defined.**

2.2.1 School related factors..... **Error! Bookmark not defined.**

2.2.2 Teachers related factors ..... **Error! Bookmark not defined.**

2.2.3 Teacher students harmony ..... **Error! Bookmark not defined.**

2.2.4 Out of school factors..... **Error! Bookmark not defined.**

2.3 Some techniques of handling students disciplinary problems **Error! Bookmark not defined.**

2.3.1 Establishment of class room rules and regulations .....**Error! Bookmark not defined.**
CHAPTR THREE 8
RESEARCH METHODOLOGY 8
3.1 Study area 8
3.2 Research Design 8
3.3 Population and sampling 8
3.3.1 Total population of the study 8
3.3.2 Sample population of the study 9
3.3.3 Sample size of the study 9
3.3.4 Source of data 9
3.3.4.1 Primary sources of data**……...…..10**
3.3.4.2 Secondary source of data……..……10
3.3.5 Data collection tools and Instruments .....**Error! Bookmark not defined.**
3.3.5.1 Questionery .....**Error! Bookmark not defined.**
3.3.5.2 Interview…….……..……10
3.3.5.3Observation……..…….10
CHAPTER FOUR.....**Error! Bookmark not defined.**
DATA ANALYSIS AND INTERPRETATION .....**Error! Bookmark not defined.**
4.1 Analysis of students responses.....**Error! Bookmark not defined.**
4.1.1 Class size and its effect .....**Error! Bookmark not defined.**
4.1.2 Items related to the availability of P.E equipment's in the school..... 12
4.1.3 Items related to class room management and its impact students disciplinary problems ……..……13
4.1.4 Analysis of teachers response……..……..…….14
CHAPTER FIVE 16
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS..... 16
5.1 Summary 16
5.2 Conclusions..... 17
5.3 Recommendations..... 18
REFERENCES 19

Appendix I ---------- 20

Appendix II ---------- 22

LIST OF TABLES

Table 3.1: number of sample members and their percentage 9
Table 4.1: Do you think that excessive saturation of students in one class can be accuse for students disciplinary problems..... 11
Table 4.2: Do you have anointers to learn P.E in the optical class..... 12
Table 4.3: If your answer is (no) for questing in table 3 what do you thinks the reason?..... **Error! Bookmark not defined.**
Table 4.4: has you really interested to learn P.E in practical class? 13
Table 4.5: Have you ever done a home works on physical education? 13
Table 4.6 if your answer for question in table bliss no what do you think is the reason?.....14

Table 4.7 is there wearing suites or cloths in your school?.....14

Table 4.8 Are there other available equipment's support P.E practical class?.....15

Abstract

The major purpose of this study was to investigate the factors of students' disciplinary problems in Raszesillasie primary school in a case of grade7thand 8th students

. The study was done using descriptive survey method having 50 sample students and 4 physical education teachers were taken as sample respondents by using simple random and purposive sampling techniques. Questionnaire and observations were used to collect primary and secondary data and tabulation method and percentage is used to analyses the findings.

As the findings showed that the class size, students' attitude towards P.E subject, lack of good classroom management and shortage of equipment to support physical education theoretical and practical classes was seen as the major courses of student's disciplinary problems in P.E class of Raszesillasie particularly grade7thand 8th students.

Key words; - shortage of class size and insufficient of equipment most factors of disciplinary problem of P E class

Abbreviations

H.P.E ---------- Health and Physical Education

P.E ---------- Physical Education

SNNPRE ---------- South Nations Nationalities Peoples Region of Ethiopia

WHO ---------- World Health Organization

WWW ---------- World Wide Web (searching engine).

CHAPTER ONE

1. INTRODUCTION

This research is done on "minimizing disciplinary problems of students In Raszesillasie primary School in case of grade7thand8thstudents. The research is divided in to five chapters: - the first chapter deals with, the problems, and approaches of the study. The second chapter shows, reviews of related literature and development of the subject. The third chapter stated about the whole research design and its methodology. The forth chapter is about the interpretation and analysis of findings and information. The fives and the last chapter shows the summary, conclusion and recommendation of the findings on the study.

1.1Background of the study

Schools are one of the most important settings of society curriculum that reflect cultural values norms and ideologies of the society. The major goal of schools is to make or shape students as democratic citizens one of the key element of this concept is the development of teaching students self-discipline and responsible. It is the social that has been held increasing accountability for proper responsible citizen is a great challenge for school (LioodCv/1973)

In an attempt to achieve school good school environment, students have to be interested in school works, have to put up effects towards the task at hand, have to develop and appropriate made of behavior.

It is clear that pupils who are well disciplined direct their valued time and solve problems of others. So conformity of students to the school regulation is basic factors in determining the types of behavior to be approved, where as any direction is the reason for disapproval and correctional measure.

Disciplinary problems are factors which can induce negative students' results in any subjects academic and also have an influence on students' behavioral change. Disciplinary problems of students in HPE classes can be caused by more saturation of students in one class especially during the outside P.E periods (physical Education discipline P.E guideline. 1985).

Another source for disciplinary problem of students is P.E equipment. Equipment for an activity may range from general items of clothing to special protective suites or apparatus. Just like other subjects, P.E needs more money to buy equipment then the more opportunity you have diversified the curriculum. This gives you abettor chance to meet the needs of all students (Jimclontiz, 1972).

1.2 Statement of the problem

This research is designed by considering the class size, class room management problems and P.E instruments as issued that many be negative impacts for students' disciplinary problem and it is proofed with this study.

The research is concerned with identification of different sources of disciplinary problem in one of the section on grade7thand 8thin Raszesillasie primary School and suggested possible solutions. The researcher observed the problems during the practical class in Raszesillasie primary School. Even the problems are common in other sections grade7thand8this selected as a sample. It is believed that this study solves the disciplinary problems by identifying and examining the major courses and find solutions.

1. 3 Research question

Therefore the study attempted to answer the following questions.

- How does the class size impacts to students' disciplinary problems?
- How does the classroom management have an impact for students' disciplinary problems?
- What are the major impacts to student's disciplinary problems during education?
- Does the school have availability of sufficient P.E instrument like clothes .books and playing apparatus?

1.4 Objectives of the study

1.4.1 General objectives

- ✓ To assess the students disciplinary problems of Raszesillasie primary school particularly in grade7thand 8th

1.4.2 Specific Objectives

- ✓ To evaluate the factors based on class size
- ✓ To indicate the impact of class room management on students discipline.
- ✓ To evaluate the insufficient P. E instrument

1.5 Hypothesis of the study

The study hypothesized that the major factors for Raszesillasie primary school grade7th.and 8thstudents' disciplinary problems is the prevailing large class size.

1.6 Significance of the study

There may be many problems in teaching learning process. Among those, managing student's disciplinary problem is one of the most important factors in order to carry out educational activities and to deliver the needed knowledge skills for students. Regarding to this concept, this study will have the following significance.

- ✓ The actions have contributed to identify students' disciplinary problem and improve the teaching learning process.
- ✓ It has also provided about students' disciplinary problem in physical education class level.
- ✓ It help the students to participate effectively in H.P.E subject classes.
- ✓ It has also provide ideas about students' disciplinary problem in practical class for those who are interested to conduct it.

1.7 Delimitation of the study

The major scope of this study is Razesillasie primary school grade7th and 8th students. It is delimited to the major factors of students' disciplinary problems of students while teaching and exercising P.E in the school.

1.8 Limitations of the study

Some limitations seen while conducting this research were shortage of time, financial and material limitations, lack of sufficient reference to support the study, shortage of available information, lack of adequate research skill from the researcher's side, and lack of full willingness to respond from the subjects of the research in order to supply the data of the research.

1.9 Organization of the study

As this study has mainly 5 unites, the following activities and procedures were done. In chapter one, the introduction of the study and its background, the scope, the study areas and the limitations faced were written clearly. In chapter two, reviews of related literatures to the study was stated. In chapter three, the whole methodology of the study that, which approach is used. How the samples are selected, and the procedures of data collection tools and sources of data are mentioned carefully. In chapter four, the all findings and information gathered through questionnaire and observation are analyzed and the brief interpretations were given. In chapter five, the elaborated study was concluded and, sum merited, the problems gathered and the findings depending on the obtained data and information were recommended.

CHAPTER TWO

2. Reviews of Related Literature

2.1. The concept of discipline

The term discipline has different meaning in different public affairs. This might be due to reality that the level of knowledge of human being changed time to time. Basically the word discipline is derived from Latin word “Displays” which means pupil or discipline. This indicated that, the oldest concept of the world rests on super facial symptoms of obedience. In this sense discipline had been equates with the manner in which one concept and leads him without protest, if that is linked with over behavior of the pupil (KAPPUS. WANNY 1984-456).

For many people discipline means punishment pain and tear. According to this view discipline has negative meaning. But, discipline can be connecting with trading and arranging condition for learning not Just restriction no individual or group of people with can share anything or work together without rules and regulations.

2.2. Factors contributing to student’s disciplinary problems

There are several factors that contribute to students discipline problem. They are mainly classified in to external climate. Internal factors are factors related to school and their environment.

2.2.1. School related factors

A good character and displace in the school are essential to achieve goals of learning and teaching process. It has been assumed that the causes of student’s disciplinary problems and teaching- learning problem may be in gendered by the factors in the school and it has a great impacted by the students. The sum attitude for good and bad actions, the sum total of the climate of the school has strong influence on student’s discipline. (Everson, 1982).

2.2.2. Teachers related factors

Each sound, every teacher in school has to be responsible in managing students' discipline. Managerial activities of good teachers create conditions for the students to respond politely to education opportunity and to bring positive attitude on the students' behavior. Usually students should spend their time with their teacher in the school. So teacher's attitude towards their profession, teacher's knowledge and other related things are determining factors on the student's behavior. Students can acquire important skill and knowledge if there is conductive learning situation. Therefore, increasing the skill to manage the subject matter as well as managerial skill to manage about the students disciplinary problems is focal element. (Charazontal, 1994:64)

2.2.3. Teacher student's harmony

The most effective thing in teaching activity is a healthy teacher student relation in the school. According to (Elton (1986.68), teachers are a good group management skills able to establish positive relation with their students and to make their learning process successful with minimum disciplinary problems. It is to be noticed that some students in the elementary school level are emotional and disruptive because of physical, social physiological changes and related factors may affect teachers and students relationship.

2.2.4. Out of school factors

Out of school factors may affect students in their positive and negative character on learning process, regarding to this factor, for instance, family problem and their economic income can influence students' behavior, performance and learning process. Besides, the community which students live may play a significant role in upbringing desirable and undesirable manner. This is to mean that some families up bring their children with appreciative behavior, while others do so with aggressive attitudes.

2.3. Some techniques of handling student's disciplinary problems

Students' disciplinary problems exist almost in all through the magnitude and the types of problem hinder the teaching learning process in many ways. Even in this time, several lists of students' disciplinary problems have been reported by several schools. There are some major techniques employed in handling students disciplinary problems openly uses member of the

community are essentially to be educated and straining directly or indirectly, so as to bring about a knowledge and new change in their attitudes (J.Robject, 1981: 60).

2.4. Establishment of class room rules and regulations

The establishment of classroom rules and regulations alerts the students to what is appropriate and inappropriate behavior. A good classroom management is based on the students understanding. Behaviors and activities of rules and procedures make it clear for them to communicate their students make in experience the importance of rules and regulations (Emer1980:12).

CHAPTER THEREE

3. Methodology of the study

3.1. Study Area

The study was conducted at SNNPR especially at gurage zone wolkite town Raszesillasie primary school. It is located proper south to AddisAbaba town about 150k.m and west to jimaa town. It is governmental school established in 1934E.C

3.2. Research Design.

The nature of this study is assessing behavioral, environmental, managerial factors related to students' discipline while attending H.P.E class. Hence this study fits to qualitative approach. The types of research design applied, there fore, is descriptive survey method. The reason behind using this method is because the researcher perceives and collects the necessary data for the research through observation, questionnaire and interview during actual practical class activity or realities of students discipline around the whole school environment. Then these all data are interpreted and analyzed qualitatively through discussion and tabulation.

3.3. Sampling and population

3.3.1. Total population of the study

The target population of this study was Raszesillasie primary school of grade 7^{th}and8^{th} students and all teachers who are teaching H.P.E. in this school. There are 400 students found in grade$7^{TH}$and 8^{th} and 4(four) teachers teaching H.P.E subject in Raszesillasie school. Thus the total population of this study covers all 400 students and 4 teachers of H.P.E.

3.3.2. Sample size of the study

The sample population of this study included 50 of 400 students and the all 4 teachers of H.P.E. from 50 students, 28 of 50 were male students and 22 of 50 were female students. 4teachers: 3 male and 1 female were included in the study.

The sample size of this study consisted 54 (fifty four) sample respondents. This sum total number includes both students and teachers of H.P.E. From these sample members 50 of 54 counted as (92%) were students and the rest 4 of 50, counted as (8%) were teachers.

Table:3.1. The number of sample members and their present age.

No	Sample type	In number	In percent (%)
1	Selected sample students		
	Males	28	56
	Females	22	44
2	Selected sample teachers		
	Male	3	75
	Female	1	25
3	Total		
	Males	31	54
	Females	23	46

3.3.3. Sampling technique

The sampling technique that used in the study is simple random sampling and purposive sampling technique.

The simple random sampling is used to only for sudentes and purposive sampling is used to only to for teacher.

3.3.4. Source of data

In order to collect the required data for the study the two types data sources are used, which are primary and secondary data.

3.3.4.1. Primary sources of data

The primary sources of data used in this study are grade7^{th} and 8^{th} students and teachers who teach H.P.E. in Raszesillasie School

3.3.4.2. Secondary sources of data

The secondary sources of data used in this study were, some written documents and students results of practical and theoretical learning classes.

3.3.5. Data collection tools and instruments

Data of this study is collected by using three instruments and procedures

3.3.5.1. Questionnaire

A questionnaire that included both open ended and close ended are designed under the three main questions and distributed for both students and teachers. 50 papers of questionnaire for students and 4 papers of questionnaire for teachers are distributed individually.

3.3.5.2. Interview

Interviews are used to collect first hand data from the H.E. teachers who teach the students under study. This tool is helpful to triangulate the research data and enable to get practical and detailed primary data from the teachers.

3.3.5.3. Observation

Observation was made in and among students while they doing practical and theoretical classes. And also the teachers were observed while they were teaching the students. This was done, because to the cross check of answers given to questionnaire.

The researcher observed with co-observer to get valid and reliable data by

using Check list. The co-observer, who is working in Raszsesillasie primary school, was selected purposely to observe the actual problems that the students

CHAPTER FOUR

4. Analysis and interpretation of data

The brief analysis and interpretation of findings of this study is show below in tables and discussions.

4.1. Analysis of student's response

4.1.1. Class size and its effect

Table: 4.1. Do you think that excessive saturation of students in one class can be because for disciplinary problems?

No	Options	Respondents	
		Number	Percentage
A	Yes	32	64%
B	No	18	36%
	Total	50	100%

Regarding to the above answers in table-4.1, 32 of 50 students counted as 64% replied that excessive saturation of students in one class can be a cause for student's disciplinary problem. And the rest 18 of 50 students answered that excessive saturation of students in one class can't be a cause of students disciplinary problems are counted 30%.

Hence from the response of the students, as vast majority of them perceive large class size is the factor for ill disciplinary condition of the students in attending H.E class, it can be deduced that class saturation is the source of disciplinary problem.

.

4.1.2. Items related to the availability of H. P.E instruments in the school

Table :4.2. Is there wearing suits or cloths in the school?

No	Options	Students respondents	
		Number	Percentage
A	Yes	20	40%
B	No	30	60%
	Total	50	100%

As the above table3 shows that, 20 of 50 student respondents counted as 40% have replied as there are sport wearing or clothes and 30 of 50 student respondents, those counted as 60% have answered that there are no wearing suites or clothes support P.E in practical classes. This implies that there are no available suits or wearing support P.E. in practical classes.

Table:4.3. Are there other available equipment support P.E practical classes like, volley ball football etc,

No	Options	Students	
		Number	Percentage
A	Yes	25	50%
B	No	25	50%
	Total	50	100%

According to the above4 table 4.3, 25 of 50 students' respondent have counted as 50% replied that, there are other equipment's like volley ball football and others to support P.E practical classes and 25 of 50 student respondents counted as 50% have answered that, there are no other equipment's like, volley ball football and others to support P.E practical classes.

4.1.3. Items related to class room management and its impact for students discipline problems

Table: 4.4, Do teachers make the students busy with P.E learning tasks?

No	Options	Students	
		Number	Percentage
A	Yes	26	52%
B	No	24	48%
	Total	50	100%

As indicated on the above table 4.4, 26 of 50 students respondents counted as 52% have replied as the teachers make them busy with P.E learning tasks. The rest 24 of 50 student respondents those counted as 48% gave answered that the teachers didn't make them to be busy with P.E learning tools. This reveals that the teachers make their students minimizing off task and maximizing students on task time.

Table:4.6. Do the teachers check your homework regularly?

No	Options	Students	
		Number	Percentage
A	Yes	19	38%
B	No	31	62%
	Total	50	100%

Regarding to the above table 4. 6, 19 of 50 student respondents those counted as 38% have replied as their teachers did check the home works regularly. The rest higher number of students or 31 of 50 counted as 62% has responded that their teachers didn't check the home works of physical education subject regularly. Thus, this finding stated that, the teachers do not take care towards checking home works of their students.

4.1.4. Analysis of teacher's responses

Table:4.6. Do the students have interested to learn P.E theoretical classes?

No	Options	Students	
		Number	Percentage
A	Yes	1	25%
B	No	3	75%
	Total	4	100%

Based on the findings given by teacher respondents 1 of 4 teacher respondent counted as 25% of 100% has replied that, the students didn't have an interest to learn P.E theoretical classes and 3 of 4 teacher respondents counted as 75% have answered that the students didn't have on interest to learn P.E in theoretical classes

Table:4.7. Have the students interested to learn P.E impractical classes

No	Options	Students	
		Number	Percentage
A	Yes	3	75%
B	No	1	25%
	Total	4	100%

According to the above finding given from teacher respondents 3 of 4 teacher respondents have said that students have interested to learn P.E in practical classes and 1 of 4 teacher respondents counted 25% have replied as students do not have an interest to learn P.E in practical classes.

Table:4.8. Is the school fulfilled with physical education equipment?

No	Options	Students	
		Number	Percentage
A	Yes	1	25%
B	No	3	75%
	Total	4	100%

Based on the above table, .4.8. 1 of 4 teacher respondents counted as 25% have said that the school has full of equipment of P.E. And the rest 3 of 4 teacher respondents counted as 75% have replied that the school has no P.E equipment. Thus, the greater number of teacher respondents counted as 75% answered that the school P.E equipment are playing a great role on students' disciplinary problems.

Finding; Shortage of class size and insufficient P E equipment.

CHAPTER FIVE

5. Summary, conclusion and Recommendation

5.1. Summary of this study

The study was done on disciplinary problems of students in Raszesillasie primary school particularly in grade $7^{th}$and 8^{th} students. Its objective is to investigate disciplinary problems of students in P.E classes. The study comes up with a number of point should be improved by the school. The main failure of the school that this study found were, there is a class size facility and the materials are also insufficient to learn P.E the students do not have an interest to learn P.E theoretical classes and they do not done their home works as well as the teachers themselves do not mark and check students home works regular

With finding the solutions for these questions and meet the objectives the study believed to have relevancies below

The study will contribute in increasing awareness on causes of disciplinary problems and enhance to teaching learning process.

It well helps the students to participate effectively in H.P.E subject classes

It provide ideal about students disciplinary problems in physical education classes

The study is conducted on Raszesillasie primary school which is found in Wolkite town of Gurage zone E.C

The research design which is used in the study was descriptive survey for the reason of conducting the research in actual practical classes. The target population of the study covered all grade 7th.and.8th section A students counted as 90 in number and all the school teachers of P.E counted as 4 in number. Then 50 of 90 students and 4 teachers teaching P.E in the concerned school were included as samples. Thus, the study was conducted with the sample size 50 students and 4 teachers totally 54 respondents in number. The technique used to select the above number of samples from the total population was random sampling and purposive sampling techniques.

Questionnaire which includes both open ended and close ended for students and teachers individually and direct observation for the cross- check of answers of questionnaire were used as data collecting tools. Both primary source of data and secondary sources of data were used for the information At last, the findings and information gathered were analyzed in table by using short answers (Yes/No) and percentage.

5.2. Conclusion

Teaching learning process needs sustainable conditions in any subject area in order to meet the expected goals of the schools. Due to none sustainable conditions in some areas learning process may face some disciplinary problems concerning on students or teachers.

To reduce such disciplinary problems in schools, all concerned individuals of schools should play a great role together these were teachers, the school management parents and the government. This

means. The government parents and the government; this means the government, parents/ society members and the school administrating bodies work with direct involvement in school issues.

As the conclusion made under this study depending on the findings some common seen factors Couse students disciplinary problems are the class size, insufficient instruments to support the subject material, the less managerial strategies of teachers and attitudes of students on atypical subjects were factors for disciplinary problems which existed in the school under this study.

5.3. Recommendations

In order to solve the identified problems according to the conclusions made above, the following points are recommended

- In order to solve the problems related to class size, all the stake holders should play a significant role to build extra class rooms for this school, such a, zonal government, woreda, and the community member should participate in this issue.
- Regarding to students attitude as a factor of disciplinary problems towards physical education subject, physical education teachers should play greatest role to change their students' attitude as motivating them and advising the students to seek attention on this subject.
- In order to solve problems related to lack of good class room management, the teachers should create well responsibility to manage the students and create good relationship with their students by effectively managing and controlling students as maximizing on task times creating rules and regulations for awareness of disciplinary problems.
- Interims of education/ supporting equipment as a result of students disciplinary problems, the school should have full of physical education equipment starting to wearing clothes, playing apparatus, and some supportive and relevance books of physical education subject.

VI. REFERENCE

Adeles and o. Byren, 2004, Fat, los supplement under microscope

Deberoch A. 1994, curriculum and Instruction of elementary school physical education experience USA

Emmer, J.F Eerston, 1980 class room management for primary teacher new jersy prentice Hall Inc

Good Gv. 1984 Dictionary of education, Newyorkmarga will book company.

Phillips et,At. 1980, discipline achievement and mental heal printed in USA prentice

Smith, 1988, principles of class teaching London MacmillaWuest. DA Buchler CA 1987, foundation of physical education and sport 10th education stlousMosby.

Everson.1982 .the school has strong influence on student's discipline

J.Robjict .1981 .so as to bring about knowledge and new change in their attitudes

Charazontal 1994 .therefore increasing the skill to manage the the subject matter as well as managerial skill to mange about the student disciplinary problem is focal element.

APPENDEX I

Questionnaires to table filled by students

Instruction:-

Dear Respondents the purpose of this questionnaire is to gather data on improving students motivation in learning and teaching process in physical education. There by looking for positive solutions to evaluate the major factors and courses of challenges. Therefore, your genuine and accountable responses have crucial to determine the success of this research.

Note

- Please, no need of writing your names
- The questionnaire consists close ended questions
- The information you provide should be confidantes
- Use ( ) mark four you're alternative for all questions. Thank you for your cooperation.

1. Do you think that excessive saturation of students in one class can be a Couse for disciplinary problems?
   A. Yes B. No
2. Do you have an interest to learn P.E in theoretical class?
   A. Yes B. No
3. If your answer is no for question no 2, what do you think is the reason?
   A. The teachers do not motivate to learn
   B. It is not examined at national level
   C. Lack of supportive books in the school.
4. Have you really interested to learn P.E in practical class?
   A. Yes B. No
5. Have you ever done your homework of physical education?
   A. Yes B. No

6. If your response for a no 5 is no what do you think is the reason

   A. our teachers do not take care to mark and check home works

   B. we take it as an easy subject.

   C. our target is only its practical section/lesson

7. Is there wearing suites or clothes in your school

   A. yes B. no

8. Are there available equipment support P.E in practical and theoretical classes

   A. Yes B. No

9. . Have the teacher make the students busy with P.E learning tasks?

   A. Yes B. No

10. Does the teacher check your home works regularly?

    A. Yes B. No

APPENDIX II

Questionnaire to be distributed for selected P.E teachers. Dear teacher respondents the major purpose of this questionnaire is to gather on the improving students' motivation in teaching learning process of physical education. There by looking for possible solutions to overcome the major factors of the challenge. Therefore your genuine and responses will have crucial determination for the success of this research.

Note

Please, no need of writing your names.

The questionnaire consists close ended questions

Information you provide for each question should be strictly confidential.

Use ( ) mark for your choice for each questions

Thank you for your co-operation

1. Do the students have an interest to learn P.E theoretical class?
   A. Yes B. No
2. Have the students interested to learn P.E in practical class?
   A. Yes B. No
3. Does the school have full of P.E equipment?
   A. Yes B. NO

4 .have you ever done your home work of physical education

A YES B .NO

5. Does the teacher check your home works regularly?

A .YES B .NO