

The importance of effective class management in physical education: Does the style of rule establishment matter?

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Introduction and objectives

Classroom management is a major challenge for many physical education (PE) teachers because students move through large spaces and use materials. In this context, making good agreements is therefore crucial. Many PE teachers experience work-related stress (McCarthy et al., 2015) because students do not comply with the rules the teacher established during the first days of the school year (Struyven & Vanthournout, 2014). According to the Self-determination Theory (SDT) (Ryan & Deci, 2017) students will adhere more to the rules when they fully endorse or internalize them (Aelterman et al., 2019). The present study addresses the questions (a) what impact does the style used of rule setting have on the extent to which students internalize and comply with the rules and agreements, or resist these rules? and (b) is there a relationship between the extent to which students follow rules and agreements and job satisfaction and emotional exhaustion in the teacher?

Methodology

A longitudinal study design with two measuring moments was used. The sample consisted of 12 PE teachers and 1 class of secondary school students per teacher. The teacher and students were measured during the first week of the school year when rules were introduced in the classroom (T1). Then teachers and students were measured again in November (T2). At T1 teachers' autonomy-supportive and controlling style of introducing rules was measured with the Teacher As Social Context Questionnaire as well as video-observations. Students reasons for following classroom rules were assessed with an adapted version of the Self-Regulation Questionnaire (Soenens et al., 2009). At T2 we measured students internalisation of and compliance with the rules and teachers degree of monitoring of introducing rules (Soenens et al., 2009). At T2 teachers' emotional exhaustion and job satisfaction were also measured.

Results and discussion

Data are currently being gathered and processed, and results will be presented and discussed at the conference. The results will have important implications for physical education teacher education programs and professional development programs for physical education in which effective class management is a hot topic.

References

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