

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



Hoebeke Kris¹, Haerens Leen¹, Vansteenkiste Maarten², Vanderlinde Ruben³

¹Department of Movement- and Sport Sciences, Ghent University, Belgium

²Department of Developmental, Personality, and Social Psychology, Ghent University, Belgium

³Department of Educational studies, Ghent University, Belgium

INTRODUCTION



- 50% researcher / 50% PE teacher
- First lesson ≠ my lessons today
- Classroom management = challenge



“Making good agreements”



FOCUS => teachers' style to introduce rules

ATTRITION OF TEACHERS

In relation with job-related stress

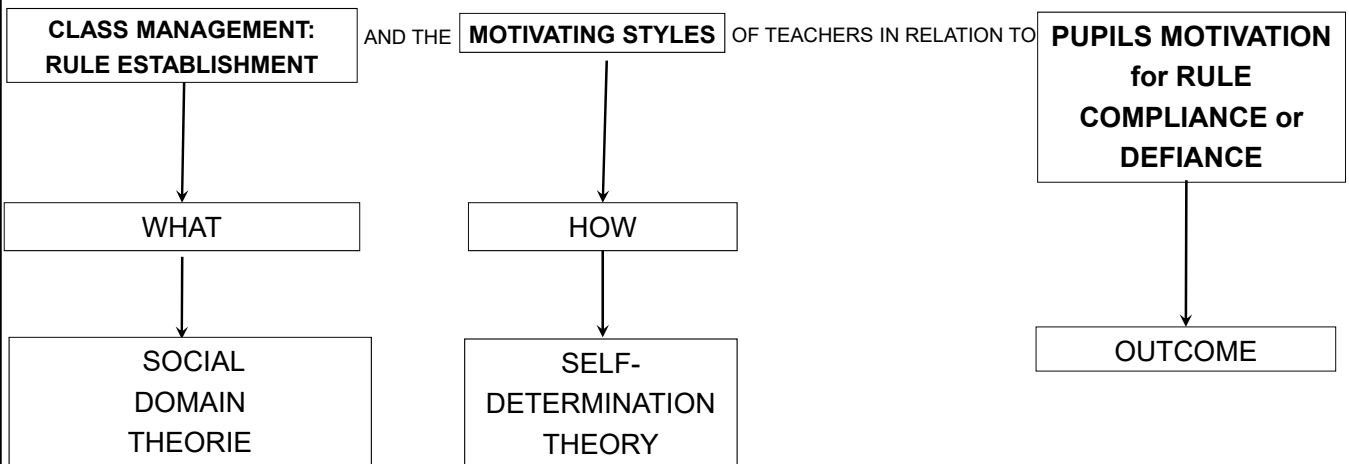


Internationale reports => 30-50%
In Flanders => **24%**

RESEARCH TOPIC

THE IMPORTANCE OF EFFECTIVE CLASS MANAGEMENT IN PHYSICAL EDUCATION: DOES THE STYLE OF RULE ESTABLISHMENT MATTER?

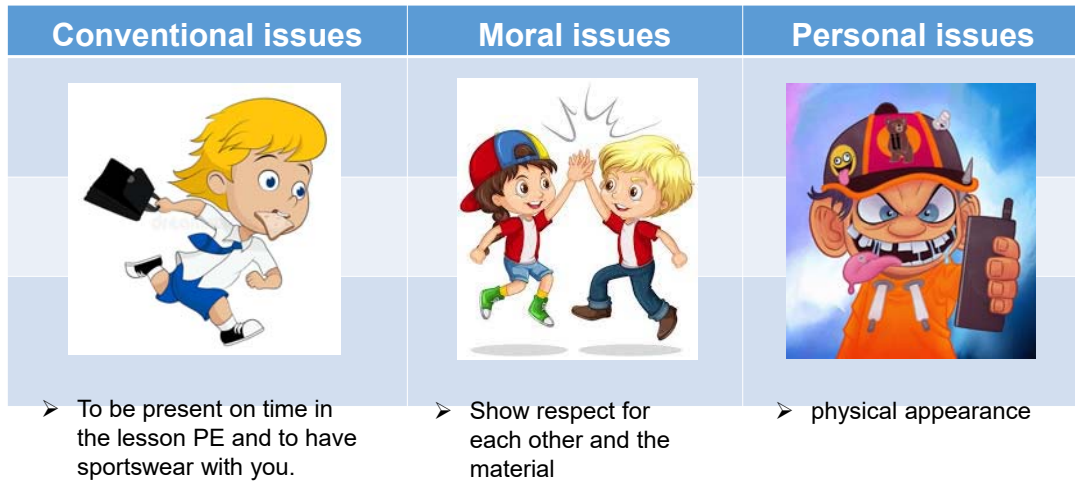
FROM PUPILS' PERCEPTION



1st THEORETICAL FRAMEWORK:

The social domain theory (Autonomy in Adolescent Development: Towards Conceptual Clarity; Soenens et. al,)

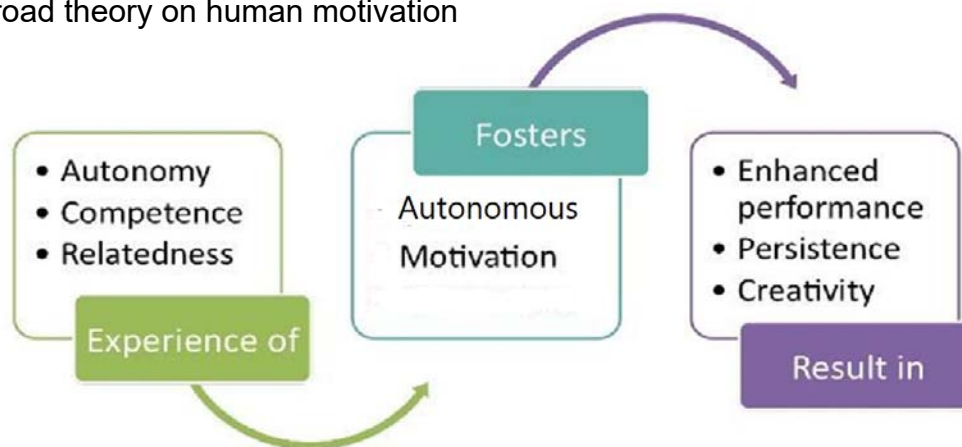
We make a distinction between 3 types of rules:



2nd THEORETICAL FRAMEWORK:

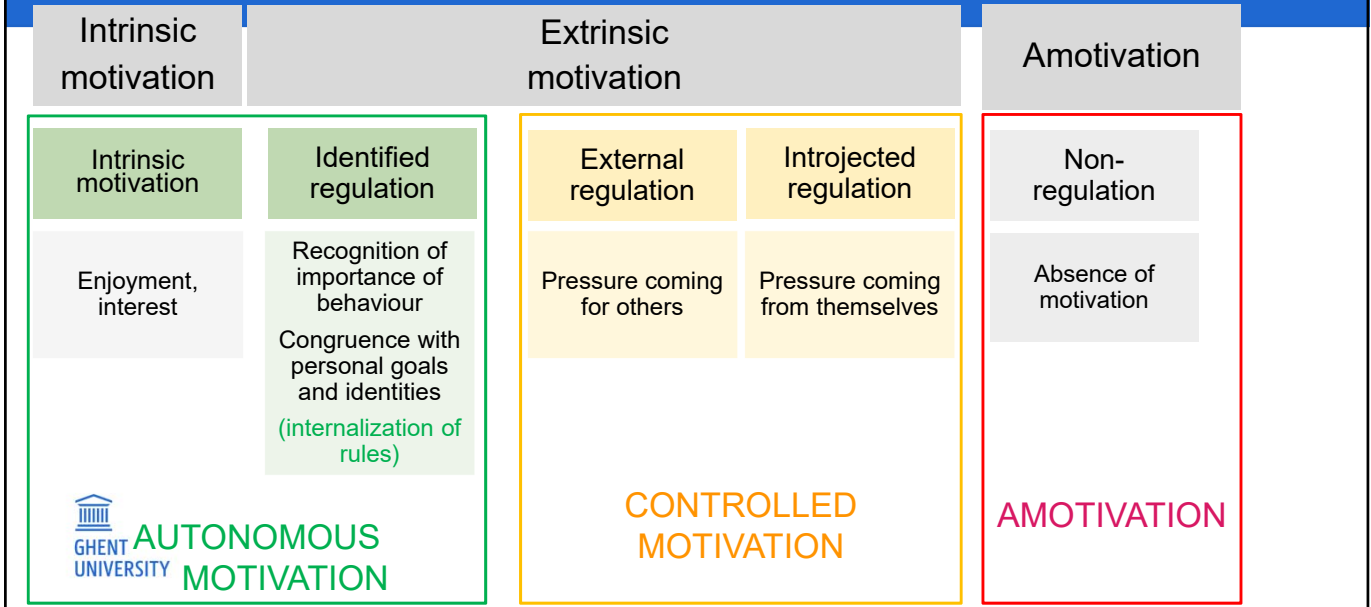
Self-Determination-Theory (SDT; Deci & Ryan, 2000)

SDT = a broad theory on human motivation



2nd THEORETICAL FRAMEWORK:

Self-Determination-Theory: *Types of motivation* (SDT; Deci & Ryan, 2000)



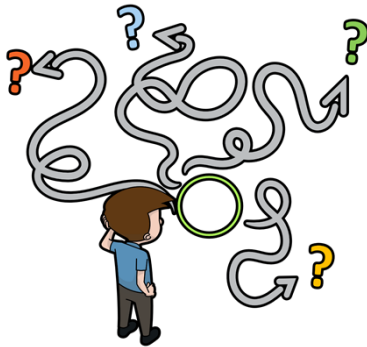
2nd THEORETICAL FRAMEWORK:

Self-Determination-Theory: *Rule management* (SDT; Deci & Ryan, 2000)



2nd THEORETICAL FRAMEWORK:

Self-Determination-Theory: *Rule clarity and ...* (SDT; Deci & Ryan, 2000)



In literature, in line with SDT: effective classroom managers establish clear rules and expectations
=> ***Pupils responsible for own behavior***

2nd THEORETICAL FRAMEWORK:

Self-Determination-Theory: *... Teachers styles* (SDT; Deci & Ryan, 2000)

Our goal: ***To ensure that pupils internalize rules and agreements as much as possible, but how can we do this?***

Autonomy-
supportive



- Engaging in a dialogue
- Being curious
- Explain the necessity
- Informational language



Controlling

- Minimizing or ignoring pupils' resistance
- Fear-appeals
- Guilt-induction
- Controlling language

2nd THEORETICAL FRAMEWORK: Self-Determination-Theory (SDT; Deci & Ryan, 2000)

Autonomy-supportive style



+

INTERNALIZATION OF RULES

RULE COMPLIANCE

Controlling style



-

INTERNALIZATION OF RULES

RULE DEFIANCE

MAIN RESEARCH QUESTION

What is the relationship between **the teachers' style** used of rule setting and **pupils motivation** to comply with the rules, or resist these rules?



AS => ↑ internalization

↓ oppositional defiance

CONT => ↑ oppositional defiance

↓ internalization

T1: FIRST PE LESSON (SEPT '19)

Method

Pupils (4 secondary schools in Flanders / 12 teachers / 12 classes)



- **4 informed consents (pupil / parent / teacher / school principal)**
- **N = 239 (Male: 66,5%)**
- **Age = 14,15 +- 1,69**
- **Type =**
 - **81,2 % ASO (general secondary education)**
 - **6,7 % TSO (technical sec. educ.)**
 - **11,7 % BSO (vocational sec. educ.)**

T1: FIRST PE LESSON (SEPT '19)

Questionnaires

Measures pupils



- **PERCEIVED NEED-SUPPORT:**
Teacher as Social Context Questionnaire (*TASCQ; Belmont et al., 1988*)

e.g. controlling style: When introducing moral conventions, the teacher was less friendly to me if I didn't see things his/her way.

e.g. autonomy-supportive style: When introducing moral conventions, the teacher listened to our ideas and opinions.

=> Using a 5-point Likert scale

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

T1: FIRST PE LESSON (SEPT '19)

Questionnaires

Measures pupils



- Adapted version of the Self-Regulation Questionnaire-Parental Rules: pupils reasons for following classroom rules (SRQPR - Soenens et al., 2009)

e.g. I'll follow the rules on moral agreements because they fit in well with what I think is important

- The measures of pupils' defiance was an adapted version of a scale developed in prior research (Aelterman et al., 2016; 2018)

e.g. I'm not inclined to follow moral conventions because the teacher shouldn't interfere with what I do.

=> Using a 5-point Likert scale

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

RESULTS

THE IMPORTANCE OF EFFECTIVE CLASS MANAGEMENT IN PHYSICAL EDUCATION: DOES THE STYLE OF RULE ESTABLISHMENT MATTER?

1) controlling style in moral agreements pos. correlation with controlled motivation, defiance & amotivation:

		INTROJMORAL	EXTMORAL	DEFMOREEL	AMOTMORAL
CONTMORAL	Pearson Correlation	.159*	.388**	.427**	.430**
	Sig. (2-tailed)	.021	.000	.000	.000
	N	210	203	202	206

2) controlling style in personal agreements pos. correlation with controlled motivation, defiance & amotivation:

		INTROJPERS	EXTPERS	DEFPERS	AMOTPERS
CONTPERS	Pearson Correlation	.296**	.388**	.426**	.471**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	209	204	203	204

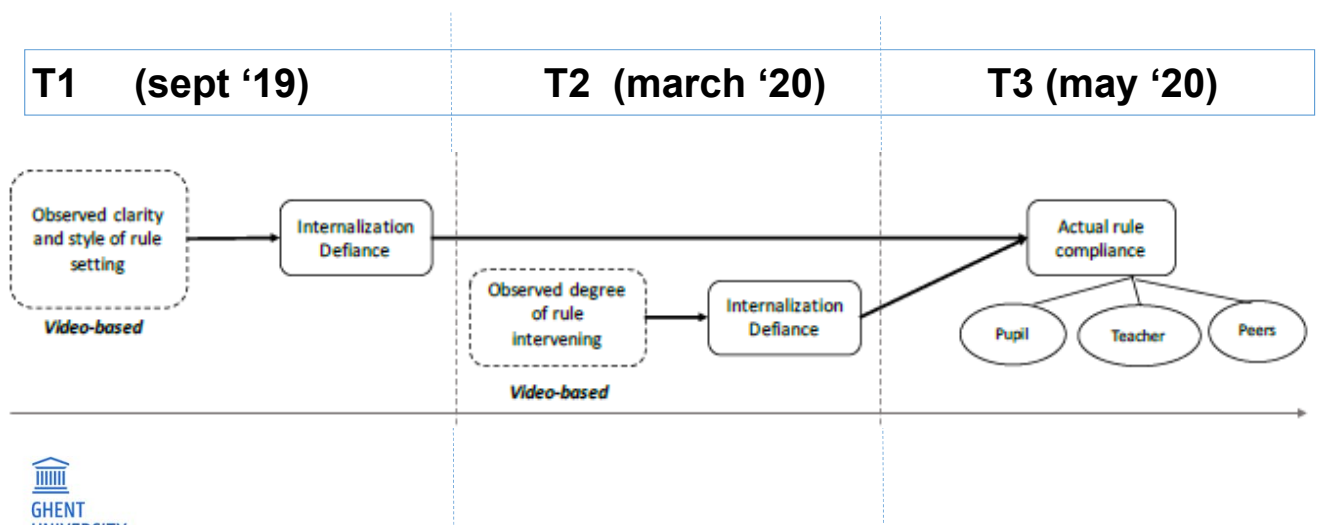
CONCLUSION

THE IMPORTANCE OF EFFECTIVE CLASS MANAGEMENT IN PHYSICAL EDUCATION: DOES THE STYLE OF RULE ESTABLISHMENT MATTER?

There is a significant positive relationship between a teacher's controlling style and the introduction of moral and personal agreements and pupils controlled motivation, defiance and amotivation.

⇒ Interpretation: if pupils report that the teacher introduced the rules in a controlling way, they are more motivated to follow those rules in a controlled way, tend to show resistance and are even demotivated to follow those rules.

OVERVIEW STUDY



FUTURE RESEARCH QUESTIONS

- Is there a relationship between the extent to which pupils follow rules and agreements and job satisfaction and emotional exhaustion in the teacher?
- Is there a difference in the perceptions of the teacher and the pupils regarding the teaching style?

Next study:

- Do novice teachers (<4j) use a different style than more experienced teachers for making rules and agreements?

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Kris Hoebeke


PhD student

Kris.Hoebeke@UGent.be

Department of movement and sport sciences
research group sports pedagogy

 Ghent University

 @ugent

 Ghent University