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# **Disciplinary Incidents of Students in Physical and Sports Education from Training Students at the Institute of Physical and Sporting Education in Colleges of Brazzaville**

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**ABSTRACT:** The purpose of the study is to describe the disruptive behavior of students and the reactions of trainee teachers to these behaviors during the Physical Education and Sports lesson. The study took place in the colleges of Brazzaville. The participants were 83 students in the 2nd year of the Physical Education and Sporting License and 52 other 3rd year students in Physical Education and Sport, benefiting according to the level of training of a Bachelor's degree program. The analysis of disruptive behavior was conducted using the "SOID" disciplinary incident observation system (Brunelle et al., 1993). Our results identified 50% of disruptive behaviors in the Physical Education and Sports lesson. These behaviors disrupt the smooth running of the Physical Education and Sports lesson. Students are undisciplined when performing learning situations. The perception of student behavior is not the same between the teacher and the trainee teacher. Thus, the trainee teacher receives only 30% of the inappropriate behaviors of the students. He is more tolerant of students than the teacher. The latter seems to be on the lookout for deviances. He is incisive in his reactions by reprimanding the students. In the end, the observed teaching-trainee teaching approach shows that they adopt the permissive pedagogy and seldom use interactive pedagogy as a strategy for the management of their students' discipline.

**KEYWORDS:** Physical and Sports Education, disciplinary incidents, deviant behaviors, students in training, students, trainee teacher, internship in situation

## **I. INTRODUCTION**

The Ministry of National Education recognizes the importance of training teachers of Physical Education and Sports. The Higher Institute of Physical and Sports Education (HIPSE) trains future teachers of physical education and sports capable of effectively managing their classes in their respective schools. Today, with the Millennium Development Goals (MDGs), school training needs to take into account the needs of students. That is to say that the management of

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the class in Physical Education and Sports takes place in a context where the school, in the image of society, must necessarily deal with the plurality of moral and spiritual values. Also with the repercussions of the transformations of the life and the relations between adults and children within the family unit. However, the relationship to authority did not change only in the family. In Congolese schools, teachers sometimes live with difficulty in their relations with students.

In Quebec, for example, nearly 20% of teachers leave their positions during the first five years of their practice, three times more than in all occupations (Bouchard, 2007).

It should be noted that the difficulties associated with class management in Physical and Sports Education could be explained by the fact that student trainees have inoperative representations of the relationships to be maintained with the students, the teaching-learning process, the contents and the organization of the class in Physical Education and Sports. Trainee students would also be characterized by insufficient cognitive automatism and procedural knowledge, enabling them to establish and maintain order, solve problems, engage and retain students involved in tasks. drive.

Most of the work on undisciplined behavior (UB) concerns regular situations in Physical Education and Sport. These studies report a range Most of the work on undisciplined behavior (UB) concerns regular situations in Physical Education and Sport. These studies report a fairly large range of unruly behaviors. Most of them are of low intensity (Hodges Kulinna, Cuthran and Regualos, 2006). In physical education and sports, the conclusions of this work go in much the same direction. A small number of serious aggressive behaviors are reported.

Gélinas-Lamy (1996) found that 71% of the undisciplined behaviors observed occurred during activities considered not motivating, 26% during motivating situations and 3% in very motivating situations. The author also noted that the most undisciplined behavior occurs much more frequently during boring activities (13%) than during activities considered very motivating (1%).

For its part, Fernandez-Balboa (1991) was able to point out that the undisciplined behavior identified affected only one pupil in the vast majority of cases (86.1%) and concerned only one group of pupils in 13.8 % of situations. Individual undisciplined behaviors concerned non-involvement in the defined task (39.2%), non-participation (23.1%) and, finally, manifestations of aggression (23.7%), especially towards other students ( 17.3%). In the same way, unruly group behaviors affected non-involvement in one task (7.3%) and non-participation (5.1%). The author also reports that unruly behaviors were largely attributable to the students themselves (92%). As for the context of teaching-learning in Physical Education and Sports trainee students, their own actions would be the cause in only 2% to 6% of cases. This apparent imbalance in the attribution of the causes of unruly behavior may, according to the Congolese reality, be a reflection of a lack of responsibility of trainee students by their actions on the context of the teaching of students.

Based on the documentation consulted, it is not clear that the gender issue of student trainees is a discriminating variable in terms of students' lack of discipline. On the other hand, we know that the structure of the values of male and female physical education teachers may differ from that of their female colleagues. Indeed, teachers favor traditional orientations such as mastery of disciplines or the learning process. However, teachers would tend to pursue goals related to affective domains such as social responsibility (Liu and Silverman, 2006). It appears that the gender criterion of teachers is decisive in the choice of educational goals, content and teaching strategies.

In fact, undisciplined behavior can interrupt the action programs launched by the teacher and thus interfere with student learning. As a result, a high rate of unruly behavior significantly reduces learning opportunities by creating alternative vectors that compete with the original program of action (Supaporn et al., 2003). In this work, we will analyze the undisciplined behaviors shown by the students of a college of Brazzaville vis-a-vis the students trainees of the second and third years of license of Physical Education and Sports.

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## *Problematic*

Students in training at the Higher Institute of Physical Education and Sports in a situation of internship experience difficulties in managing their classes in Physical Education and Sports. This sometimes leads to loss of time and control in the operation of groups of students. Students' lack of discipline and lack of motivation would be among the biggest challenges facing teachers. This phenomenon leads several trainee students to question their career choice and in some cases, to completely abandon the teaching profession.

Unlike trainee students in other teaching disciplines, those in physical education and sports experience the lack of discipline encountered during apprenticeship training (Fortier and Desrosiers 1991, Flavier 2002).

These authors indicate, however, that conflict situations can be beneficial in many ways. Indeed, they allow a modification of the methods of personal actions of the teachers who are related to a set of acquired professional knowledge which are: the deepening of the knowledge with the plan of the supervision, the management and the organization of the class, the identification of the individual characteristics of the students, the construction and redefinition of the pedagogical relationship, the awareness of the unpredictability of class situations, the development of typical event configurations (related to the actions of student trainees and their methods proposed) and learning to anticipate events occurring during typical event configurations previously identified. However, in the Congolese context, undisciplined behavior is expressed more physically than verbally in public schools. The angles of study are now more and more diversified, either from the point of view of the students' point of view or from that of the teachers. Finally, the works of Hodges Kulinna, Cuthran and Regualos (2006) adopt a slightly more external point of view and seek as much to identify as to count the undisciplined behaviors according to their level of severity.

In this last perspective, research findings from students in initial training in Physical Education and Sports suggest that the latter offer mostly non-motivating learning activities to students. Most disciplinary incidents would occur during boring courses. Students chat, hurry to wear their sports equipment during the hours of physical education and sports classes instead of being promptly engaged in physical activities.

To what extent does this influence the learning climate and the appearance of undisciplined behavior in student-led classes compared to those run by student trainees?

Perhaps it is not unreasonable to think that the ways in which male and female trainees intervene can influence the behavior of students in Physical and Sports Education differently?

For this purpose, several questions arise:

-In how much does the undisciplined behavior of students influence the learning climate led by trainee students?

Perhaps it is not unreasonable to think that the ways in which male and female student trainees intervene can influence the behavior of students in Physical and Sports Education differently?

To answer all these questions, we formulate the following hypothesis

Student trainees have a different influence on the undisciplined behavior of students according to the types of learning situations experienced in Physical Education and Sports.

In carrying out this, we set ourselves the following objectives:

- To show that the undisciplined behavior of students in Physical Education and Sports goes peer with the learning climate established by the trainee student.
- Show student trainees that their intervention method influences differently depending on the gender of the students.
- compare the frequency and distribution of undisciplined behavior according to trainee gender;
- compare the frequency and distribution of undisciplined behavior according to the degree of completion of the trainee in his training program (second year internship or internship third year of license in Physical Education and Sports).

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## II. MATERIAL AND METHODS

### 1: Location and period of study

The study took place in Brazzaville in the General Education Colleges (CGE): *Angola Libre, André Grénard, Ngamaba, Liberté, Bernadette Bayonne*. The choice of this environment is justified by the fact that our students in training spend their internship in the schools of application throughout the school year 2017 - 2018, nine months.

### 2 - Participants

#### a) Student trainees

The participants in this study were 83 students' trainees of second year of Bachelor's degree in Physical Education and Sports Bachelor(L2PES) and 52 other student trainees third year of Bachelor's degree in Physical Education and Sports(L3PES)benefiting according to the level of training of the same program of education in physical education and sports at the Higher Institute of Physical Education and Sports (HIPES). The proportions of men and women in our sample (67.7% and 32.3% respectively) were found to be approximately the average of the proportions of student populations in the program for the years 2017-2018.

All participants were previously informed about the aims of the study and the arrangements made by the researchers to preserve their anonymity and the confidentiality of the raw data. Their participation was free and voluntary. No participant received a fee for his participation.

#### b) Students

A total of 741 students, aged 12 to 16, male and female, at the 6th, 5th, 4th and 3rd level of the schools participated in the study. Their distribution was as follows: College of General Education (CGE)1: *AngolaLibre* (N° = 73, 9.9%); CGE 2: *Matsoua* (N° = 105, 14.2%); CGE 3: *Ngamaba* (N° = 136, 18.4%); CGE 4: *Liberté* (N° = 293, 39.5%); CGE 5: *Bernadette Bayonne* (N° = 134, 18.1%).

### 3 - Context of student trainee participation

The students of second-year level of Bachelor's Degree(L2PES) were enrolled during three-month internship coupled with a course of physical education and sports about the management of the class has taken of in the first semester of the program of the training of Bachelor's. Degree Master. Doctoral in French, Licence Master Doctorat (L.M.D). Two trainees were associated with a classroom teacher for the implementation of different strategies for the gradual management of group information. Each student trainee was observed once each week of their training with the same group of students engaged in the same activity (handball) during the two observation lessons. Trainee students usually intervened alone. But their teacher and their peer were present on the periphery of the educational area. For their part, trainee third-year level of Bachelor's students in Physical and Sports Education(L3PES) were also engaged in a three-month intensive course held in the fifth semester of their LMD training program.

### 4- Data collection

Data was collected using two camcorders and a wireless microphone. One camcorder was equipped with a wide-angle lens to capture as many elements of the teaching-learning situation as possible.

The other camcorder scrupulously followed the trainee student in all his movements and was connected to the wireless microphone that he had to wear in order to collect his words, verbalizations in action. A total of 38 lessons of 60 minutes were filmed. Fourteen (14) of these concerned the second year of the Bachelor's Degree of Physical and Sports Education while twenty-four (24) concerned those of the third year of the Bachelor's Degree of Physical and Sports

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Education. All filmed lessons ( $N^{\circ}= 38$ ) were kept for the end of analysis. The chosen strategy was videoscopic analysis.

Delayed analysis involves viewing teaching sessions repeatedly to identify disciplinary incidents. The collection of data on non-discipline behaviors was conducted using the Disciplinary Incident Observation System (SOID) developed by Brunelle et al. (1993) and slightly adapted for the purposes of this research.

## a) The SOID

SOID is an observation system with predetermined categories. It identifies and describes the content of disciplinary incidents, including unruly behaviors that occur during a Physical Education and Sports lesson. SOID is based on an event observation strategy. That is, disciplinary incidents are scored according to their time of appearance during a lesson. This observation system has demonstrated its effectiveness. At the time of its development, six coders had to confront their perceptions of ten disciplinary incidents and each of the 70 coding decisions attached to them.

The percentage of inter-analyst fidelity obtained at that time was 88%.

The observation grid proposes eight categories. The first relates to the undisciplined behavior of students. The second reflects the level of intensity (1, 2 or 3) of the perturbation associated with the behaviors adopted by the students. The third refers to the moments of appearance of different unruly behaviors. The fourth reports the number of students adopting the targeted behaviors. The fifth states the impact of the undisciplined behavior adopted by the students on the course of the lesson of Physical Education and Sports. The sixth shows the types of reaction of trainees. The seventh relates the effect of the trainees' reactions on the undisciplined behavior of the students and the eighth category reveals the level of accessibility of the undisciplined behavior for the trainee. In this study, we will focus only on the first five categories.

- There are 19 undisciplined behaviors that students can adopt during teaching sessions in physical and sports education. These are grouped into three levels according to the intensity of the behavior and its impact on the smooth or non the lesson of Physical Education and Sports. Unruly level one (1) behaviors are those that generally have a small influence on classroom behavior but may still disturb the teacher.

Unruly level two (2) behavior is generally likely to disturb the class in the short or medium term.

Undisciplined level three (3) behavior actually upsets the classroom when it occurs. Note that in the version of the SOID used in this study, the misbehavior: "does not respect the instruction" was relayed from intensity level two (2) to intensity level three (3).

- SOID has ten moments to help identify disciplinary incidents. In this study, moments 8 and 10 have not been documented. The first has not been observed. The second because we did not have the necessary technical resources.

- The category dealing with the number of students who engage in unruly behavior has four levels: one student, two to three students, four to nine students, and ten or more students.

- In assessing the degree of impact of unruly behavior, it is considered that a disciplinary incident causes an interruption of the course of the Physical Education and Sports lesson when the teacher's reaction causes a cessation of activities in progress or a moment of waiting with students not involved in the adoption of unruly behavior.

In contrast, it is considered that a disciplinary incident does not cause any interruption in the course of the Physical Education and Sports lesson when the teacher's reaction is only addressed to students involved in the adoption of unruly behavior and that students not involved in this disciplinary incident continue the activities in progress.

## b) Inter-analyst loyalty

The training of the analysts concerned all students of 2 and 3years' level of Bachelor's Degree in Physical Education and Sport of the Higher Institute of Physical Education and Sports. It was done in two distinct times.

The 14 bands of Second Year level of Bachelor Degree's in Physical Education and Sports were first coded by an analyst trained for 30 hours by an expert analyst of SOID member of the research team. The verification of the coding

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efficiency of the analyst was carried out by a first coding of two video tapes out of the 14 collected. The levels of inter-analyst agreement obtained were very satisfactory, with 86.3% for identifying disciplinary incidents and 88% for coding unruly behavior.

In a second step, a second team of four coders was trained to use the SOID for the coding of the 24 bands of third-year students of Bachelor's degree in Physical Education and Sports. To train, these coders analyzed three lessons of Physical and Sports Education in teams of two to check their ability to identify the disciplinary incidents that occur during the lessons of Physical Education and Sports. This made it possible to estimate the fidelity of observations based on an inter-analyst agreement. The two coder teams obtained an agreement rate of 82.1% when identifying disciplinary incidents. Moreover, fidelity coefficients were obtained by calculating the percentage of agreements between the data described by the two teams of coders according to six categories of the observation grid (types of undisciplined behavior, level of disturbance, number of students, moments of appearance, impact of unruly behavior on the course of lessons, accessibility of unruly behavior). An agreement rate greater than 90% was obtained for each of them.

This training continued with the analysis of six other bands foreign to those of this corpus. During this process, six fidelity tests were run. The coders analyzed independently. These six lessons were to check their ability to identify disciplinary incidents occurring during these lessons.

An agreement rate of 81.7% was obtained for the identification of disciplinary incidents. While an agreement rate greater than 90% was obtained for the coding of undisciplined behavior in relation to each of the six categories mentioned above.

## 5- Analysis of the data

A matrix corresponding to the different categories of the observation grid enabled the search data to be entered and transferred to SPSS files (Appache software foundation, version 13, 2004) for statistical analysis. First, this analysis consisted of a count of the absolute and relative frequencies of the unruly behaviors by categories of the SOID grid. Second, comparisons using the t-Student for Independent Samples were also performed to determine if there were differences in average unruly behaviors attributable to the gender or degree of trainee experience (Thomas and Nelson , 1990).

Finally, we compared the observed and theoretical frequencies of categories of categorical variables using Chi-square, a non-parametric broad-spectrum hypothesis test.

## III. RESULTS

The presentation of the results respects the order of appearance of the categories of the SOID. His presentation begins with a description of the results obtained for the entire sample. It is followed by the comparison of the results on the basis of gender and level of advancement in trainees' studies.

### 1-Results obtained for the entire sample

A total of 2,328 Unruly Behaviors (UB) were counted in the 38 lessons of 60 minutes analyzed in this study. This equates to an average of 61.3 (UB) per course and corresponds to a rate of 0.8 (UB) per minute.

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Table 1. Absolute and Relative Frequencies of Level 1 Disruptive Behavior (UB)Types

Unruly behavior of level 1	Absolute and relative frequencies				
	Aggregate	Male interns	Femaleinterns	L2PES	L3PES
Is distracted	148 (6,4 %)	101 (7,1 %)	47 (5,1 %)	64 (6,4 %)	84 (6,3 %)
Talkative	266 (11,3 %)	153 (10,8 %)	113 (12,3 %)	141 (14,2 %)	125 (9,4 %)
Arrive late	23 (1,0 %)	13 (0,9 %)	10 (1,1 %)	10 (1,0 %)	13 (1,0 %)
No shirt / shorts	24 (1,0 %)	11 (0,8 %)	13 (1,4 %)	13 (1,3 %)	11 (0,8 %)
Leave the playground	26 (1,1 %)	14 (1,0 %)	12 (1,3 %)	12 (1,2 %)	14 (1,1 %)
Level 1	487 (20,8%)	292 (20,7%)	195 (21,3 %)	240(24,1 %)	247 (18,5%)

Note. Relative frequencies are in parentheses.

Table 2. Absolute and Relative Frequencies of Level 2 Disruptive Behavior Types

Unruly behavior of level 2	Absolute and relative frequencies				
	Aggregate	Male interns	Femaleinterns	L2PES	L3PES
Make the clown	39 (1,7 %)	23 (1,6 %)	16 (1,7 %)	17 (1,7 %)	22 (1,7 %)
Squabbles	93 (4,0 %)	53 (3,8 %)	40 (4,4 %)	48 (4,8 %)	45 (3,4 %)
Harries	20 (0,9 %)	17 (1,2 %)	3 (0,3 %)	8 (0,8 %)	12 (0,9 %)
Make noise	134 (5,8 %)	93 (6,6 %)	41 (4,5 %)	37 (3,7 %)	97 (7,3 %)
Deforms the rules of the game	301 (12,9 %)	183(13,0 %)	118 (12,9 %)	130 (13,1 %)	171 (12,8 %)
Violated rape. Rules of the game	18 (0,8 %)	14 (1,0 %)	4 (0,4 %)	5 (0,5 %)	13 (1,0 %)
Desertion	116 (4,9 %)	71 (5,0 %)	45 (4,9 %)	70 (7,0 %)	46 (3,5 %)
Level 2	721 (31,0%)	454 (32,1%)	267 (29,2 %)	315 (31,6 %)	406 (30,5%)

Note. Relative frequencies are in parentheses.

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Table 3. Absolute and Relative Frequencies of Level 3 Disruptive Behavior Types

Unruly behavior of level 3	Absolute and relative frequencies				
	Aggregate	Male interns	Female interns	L2PES	L3PES
Critical	18 (0,8 %)	18 (1,3 %)	0 (0,0 %)	11 (1,1 %)	7 (0,5 %)
Sabotage teaching materials	165 (7,1 %)	89 (6,3 %)	76 (8,3 %)	74 (7,4 %)	91 (6,8 %)
Insult the friends	14 (0,6 %)	10 (0,7 %)	4 (0,4 %)	10 (1,0 %)	4 (0,3 %)
Anti-gambling	233 (10,0 %)	120 (8,5 %)	113 (12,4 %)	109 (10,9 %)	124 (9,3 %)
Uncivil	88 (3,8 %)	62 (4,4 %)	26 (2,8 %)	46 (4,6 %)	42 (3,2 %)
Ridicules	4 (0,2 %)	3 (0,2 %)	1 (0,1 %)	1 (0,1 %)	3 (0,2 %)
Does not respect the instructions	598 (25,7 %)	365 (25,8 %)	233 (25,5 %)	190 (19,1 %)	408 (30,6 %)
Level 3	1120 (48,2 %)	667 (47,2%)	453 (49,5 %)	441 (44,3 %)	679 (51,0%)

Note. Relative frequencies are in parentheses.

Table 4. Comparison of absolute and relative frequency levels of disruptive behavior

Unruly behavior	Absolute and relative frequencies				
	Aggregate	Male interns	Female interns	L2PES	L3PES
Level 1	487 (20,8%)	292 (20,7%)	195 (21,3 %)	240 (24,1 %)	247 (18,5%)
Level 2	721 (31,0%)	454 (32,1%)	267 (29,2 %)	315 (31,6 %)	406 (30,5%)
Level 3	1120 (48,2 %)	667 (47,2%)	453 (49,5 %)	441 (44,3 %)	679 (51,0%)

Note. Relative frequencies are in parentheses.



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Table 5. Absolute and relative frequencies of disruptive behaviors (DB) according to the moment of the Physical Education and Sports lesson

Moments	Absolute and relative frequencies				
	Aggregate	Male interns	Female interns	L2PES	L3PES
Before the Physical Education and Sports Course	32 (1,4 %)	4 (0,3 %)	28 (3,1 %)	10 (1,0 %)	22 (1,7 %)
Getting started	149 (6,4 %)	83 (5,9 %)	66 (7,2 %)	71 (7,1 %)	78 (5,9 %)
Warm up	277(11,9 %)	151 (10,7 %)	126 (13,8 %)	142 (14,3 %)	135 (10,1 %)
Explanation	398(17,1 %)	284 (20,1 %)	114(12,5 %)	151 (15,2 %)	247 (18,5 %)
demonstration	413(17,7 %)	272 (19,2 %)	141 (15,4 %)	174 (17,5 %)	239 (17,9 %)
Learning situation	492 (21,1 %)	321 (22,7 %)	171 (18,7 %)	133 (13,4 %)	359 (27,0 %)
Game	465 (20,0 %)	242 (17,1 %)	223 (24,4 %)	245 (25,6 %)	220 (16,5 %)
Balance sheet	102 (4,4 %)	56 (4,0 %)	46 (5,0 %)	70 (7,0 %)	32 (2,4 %)

Note. Relative frequencies are in parentheses.

## IV. DISCUSSION

The results obtained in this study show that level three (3) undisciplined behavior is proportionally larger at 48.2% than level two (2) at 31%, which is higher than level one ( 1) of 20.8% (Table 4).

Similarly, we find that five types of undisciplined behavior on the 19 types studied occur most frequently, namely:

- Two "Do not respect the instructions" (25.7%) and "Anti-gambling" (10.0%) are undisciplined behaviors of level 3 and their relative weight amounts to 35.7% of the together. It must be admitted that these two behaviors disturb the good progress of the lesson of Physical Education and Sports, at the moment when they are manifested.
- Two undisciplined behaviors "Bavarde" (11.3%) and "Est distracted" (6.4%) are level 1. They have a relative importance combined of 17, 7%.
- Unruly behavior "Distort the regulation" (12.9%), the only one of level 2, with a proportional importance of 12.9%.

In the same vein, our results reveal that students' trainees in training at the Higher Institute of Physical Education and Sports encourage us to question their ability to effectively manage the structured classes in clubs and teams. Indeed, based on the analysis framework that is the SOID, we can say that the Physical Education and Sports courses run by students trainees of the second year and the third year license in Physical Education and Sports show a high degree of indiscipline, with a rate of 0.82 unruly behaviors per minute and 48.2% of undisciplined level 3 behaviors that occur in the classroom disrupt the lesson of the third and third lessons year when they are produced, while unruly level one (1) behavior is proportionally the least common (20.8%).

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Comparatively speaking, these results are clearly contrary to what other research using SOID (Gélinas-Lamy 1996, Brunelle et al., 1996) has already reported, whether for experienced teachers or for novice teachers. They also stand out from the results published by Hodges Kulinna et al. (2006) according to which undisciplined low intensity behaviors are most frequently reported by teachers in the order of moderate undisciplined behavior and severe unruly behaviors. The results presented therefore suggest that the ecological balance that prevailed in the courses of and third year Bachelor's Degree of Physical Education and Sports analyzed was not always conducive to learning engine. However, it should be remembered that, prior to the beginning of the study, the unruly behavior "Do not respect the instructions" was moved to the observation form, going from second level misconduct to third level misconduct. This change was intended to better account for the impact of this unruly behavior on the course of the Physical Education and Sports lesson based on the results obtained in the other studies previously conducted with the help of SOID. This undisciplined behavior is frequently adopted by students (25.7%), which accounts for some of the increase in third-level misconduct. Other factors analyzed by Gélinas-Lamy (1996), but not evaluated in the present study, such as the type of activity proposed, the degree of motivation of students in learning tasks and the performance characteristics of these tasks. Tasks may also have influenced the appearance of unruly behaviors at levels 2 and 3 such as "Abondan" (4.9%) and "Anti-gambling" (10%). Finally, it should be noted that, despite the clear predominance of undisciplined level 3 behavior, the results show that, in general, there are few interruptions in the course of classes.

Is it because they were not perceived or because they were ignored?

The lack of a significant difference in the average frequency of undisciplined behavior between second and third year level of Bachelor's degree in Physical Education and Sports may, at first sight, raise some questions as to the effectiveness of vocational training schemes with regard to the improvement of teaching practices of students in initial training. Finding more undisciplined behavior at Level Three (3) among the second and the third year level of Bachelor's degree trainees in Physical Education and Sports. Remember that all trainees of the second year level of Bachelor's degree in Physical Education and Sports worked in dyads under the direction of a teacher.

In contrast, the third year level of Bachelor's degree in Physical Education and Sports had, by the terminal nature of their internship, show that they were able to take care in a fully autonomous way all the groups met. Thus, they found themselves alone with the students. It is therefore plausible that the trainee's conditions of practice may partly explain the results we report as to the frequency of unruly behavior by lesson.

However, female trainees in our study face, on average, more disobedient behaviors than their male counterparts. Their lessons in Physical Education and Sports also indicate a greater proportion of interruptions. These results do not mean that the disorder that reigns in the lessons of Physical Education and Sport led by the former is higher than that observed in the second, because the results obtained simply show the absence of a significant link between the two. intensity of unruly behaviors (level 1, 2 or 3) and the type of trainees. On this point, our results stand out from those reported by Hodges Kulinna et al. (2006) who found that teachers report more unruly low intensity behavior in their classes than teachers surveyed while reporting more moderate to severe unruly behaviors.

Some research findings in Physical Education and Sports Education argue that students' disturbing behaviors are more likely to occur during play periods than during explanations or periods of practice (Siedentop, 1994). The results produced in this study tend to qualify these conclusions. In fact, we note that 17.7% of unruly behaviors actually occur during demonstrations that are episodes of game organization, while we observe that learning situations as well as the phases of play are moments where 21.1% and 20% of disruptive behaviors are counted, respectively, and undisciplined level 3 behaviors are most prevalent during the demonstration, play and learning situations. As Gélinas-Lamy (1996) has done, these results encourage us to question students' perceptions of the contents proposed in teaching-learning situations.

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## V. CONCLUSION

The aim of this study was to analyze the students' lack of discipline in the Physical Education and Sports Education courses taught by students studying at the Higher Institute of Physical and Sports Education during the internship at the school of application. The teaching-learning situations presented by trainee students show a clear preponderance of unruly behaviors at level 3 and level 2. This shows that the conditions of motor learning that prevailed during the lessons of Physical Education and Sports were not optimal. Our analyzes show that boys are more undisciplined than girls. Also, there is a correlation between the gender of the student who commits the undisciplined behavior and that of the trainee teacher.

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