

Classroom Management for Physical Education Teachers in Babylon Governorate

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Abstract

The importance of the study lies in the fact that it carries a purposeful mission that seeks to study classroom management with physical education teachers in Babylon Governorate by making use of what he possesses from appropriate teaching experience in order to benefit from it in directing material and human potentials because of its great impact on the quality of the educational process, as the researchers hope for during this study and its results, the educational institutions benefited in particular.

As for the research problem, through the researchers' experience in the educational field, they noticed that there is a lag in the classroom management process by some male and female teachers through poor consideration of the psychological and social aspects and individual differences of students, which are important factors for the success of the classroom management process.

While the objectives of the research were to build the classroom management scale for physical education teachers in Babil Governorate, as well as to identify the reality of classroom management among physical education teachers from the point of view of school administrations. The researchers used the descriptive approach to solve the research problem due to its suitability to the nature of the study, and on the main research sample of (120) sports education schools in Babylon Governorate, after extracting the results and treating them with appropriate statistical means.

Keywords: Management, Education, Babylon Governorate

Introduction

The scientific progress that the sports field is witnessing, especially in developed countries, was not a coincidence, but rather came from the adoption by these countries of several components of progress and interest ¹ in everything that contributes to achieving the goals of classroom management, controlling students and delivering the material to be taught, as classroom management is a set of steps necessary to build and maintaining an appropriate classroom environment, a successful teacher is the one who can get to know the characteristics of his students and their needs. Then, he can manage his class in a way whose motto is cooperation between him and his students by organizing, coordinating and investing the efforts of these individuals ² as much as possible to obtain the best results with the least time and effort possible through arranging and

organizing students and preparing climate appropriate for the classroom environment, and also controlling their behavior and teaching them on respect and obedience, as the focus of classroom management is the student, and the success of classroom management requires the teacher to avoid problems, and if they occur, he must respond quickly to solve them, and his decisions must be effective and based on clear concepts and correct scientific foundations ⁴.

The importance of the study stems from that it carries a meaningful message that seeks to study classroom management with physical education teachers in Babylon Governorate by making use of what he possesses from appropriate teaching experience in order to benefit from it in directing the material and human capabilities because of its great impact on the quality of the educational process, the researchers also hope,

through this study and its results, to enrich and benefit educational institutions in particular.

Research problem :

Through the researcher's experience in the teaching field, their meetings and continuous discussions with physical education teachers in Babil Governorate, and the teaching activities of the physical education teachers, they have noticed there is a lag in the classroom management process from some male and female teachers through poor consideration of the psychological and social aspects and individual differences of students, which are important factors for the success of the classroom management process, that is why the researchers decided to conduct a descriptive study to identify the classroom management of physical education teachers in Babil Governorate, because classroom management is of great importance as it is concerned with controlling students' behavior and creating the appropriate climate for the lesson and proper planning before the lecture begins.

Research objective:

- By building the size of classroom management for physical education teachers in Babylon Governorate.
- Identify the reality of classroom management among physical education teachers from the point of view of school administrations.

Research methodology and field procedures:

Research Methodology

The researchers used the descriptive method in the survey method, as it is consistent with the nature of the research problem.

Research community and sample:

The main research sample of (120) schools for physical education in Babylon Governorate was selected, and the research study was conducted on that sample.

Tools and methods used in the research:

- Questionnaire form,
- Stationery

- Pens and papers.

Procedures for building a classroom management scale:

Since one of the research objectives is to build a scale (classroom management) for physical education teachers in Babylon Governorate, and in view of the absence of a local tool that meets the required conditions in terms of its suitability for this research according to the researcher's knowledge, so the researcher built this scale to achieve this goal, and for the purpose of achieving that the researcher followed the specific steps in the construction process in order to obtain a scale with solid scientific foundations, and work on that by following a number of important steps, namely:

Determining the goal of building the classroom management measure:

The aim of building the classroom management scale is to identify the level of classroom management of physical education teachers in Babil Governorate from the point of view of their managers.

Determine the theoretical framework for the classroom management scale:

After determining the goal of building the classroom management scale, the researcher relied on personal interviews with experts and review of previous studies, in addition to the researcher being a school of physical education in developing the areas and paragraphs of the classroom management scale, formulating them and realizing what they go to in terms of interpretation.

Determine the fields and their relevance to the class management scale:

In order to divide the scale into its primary elements so that each element represents a specific field, or a frame of reference for deriving the paragraphs from it, evaluating them and finding their characteristics, and after reviewing the references, sources, theories and studies related to the current scale, the researchers identified (4) areas for this scale, which are: (Efficiency and teaching performance, tools) And educational aids, communication and classroom interaction, adjusting

the lesson, regulating the social and psychological atmosphere), in order to identify the validity of these fields for measuring this feature, these fields were presented to a group of expert professors specialized in the field of teaching methods and sports psychology, which totaled (11) experts within a questionnaire prepared for this purpose, to analyze the experts' opinions statistically, the researcher used the (K²) test to show the agreement of the experts' and specialists's opinions regarding the scale's fields, thus demonstrating the validity of all fields that were presented to the experts and specialists for the classroom management scale.

Determine the method and principles of drafting the scale paragraphs:

The researchers relied on the developed (Likert) method in formulating alternatives to the scale paragraphs, which is similar to the multiple choice method, which is considered one of the common methods of measurement and educational and psychological research, as it presents the respondent with a position and asks him to determine his answer by choosing an alternative from several alternatives having different weights.

There is a set of foundations that the researcher followed in drafting the paragraphs of the scale, which is that the paragraph contains one idea, that the language of the paragraph is simple and direct, and avoids the use of negation or negation of the negation in the paragraph because this confuses the respondent. Those whom the researcher consulted, and in order to reduce the possibility of falsification in the respondent's answer, the two researchers took care not to mention the name of the respondent, and that the answer would be confidential, and alternatives to answering the scale paragraphs were used after being agreed upon by experts and specialists, and five alternatives for each paragraph were reached five alternatives for each paragraph are (always, often, sometimes, rarely, ever). As for the correction key, the grades were as follows (5, 4, 3, 2, 1).

Determine the validity of the scale paragraphs:

The researchers presented the scale paragraphs

to an expert and a specialist to evaluate them from the linguistic point of view to be correct and free from defective linguistic errors, before identifying the validity of the scale paragraphs, and the researchers took the notes made by the linguistic assessor on the scale paragraphs, and thus the paragraphs are linguistically sound.

These paragraphs were presented with a questionnaire to determine their validity to a group of experts and specialists in teaching methods and sports psychology for the purpose of judging their validity in terms of formulation and their suitability to measure the areas of classroom management and the responses of specialists were analyzed by using the law (K²), it was found that all of the (51) paragraphs obtained complete agreement in their validity in measuring (classroom management), because the value of the error percentage is less than (0.05).

Preparing answer instructions for the scale:

The preparation of the scale instructions clarifies to the respondent how to answer his statements, and it was taken into account in preparing these instructions to be clear, easy and understandable, and to increase clarity, the instructions included on how to answer the scale paragraphs, and it was indicated in the instructions that the important answer is what fits the respondent's requirements really, i.e. those that apply to the school's work. Indeed, and the need to answer all paragraphs of the scale in all frankness and accuracy, the answer will be completely confidential for the purposes of scientific research, and the researcher prepared instructions for the scale as follows:

- To read each statement carefully and carefully, to make it clear its content well before answering it.
- Choose one alternative for each phrase.
- Put a sign (√) in the field that you think appropriate as the answer to the paragraph.
- That the answer is for all the terms of the scale, and it is not permissible to leave a statement without an answer.

Exploratory experience:

To build a scale of a high degree of quality and to verify the clarity of the instructions, to understand the phrases and words from the respondents, as well as to identify the method of the answer in the paper, and to calculate the time taken for the answer, it was necessary to test the scale by conducting an exploratory experiment, as the purpose of conducting the exploratory experiment was :

- Identify the difficulties that the researchers face during the basic experiment.
- The time taken to submit and receive the forms.
- Identify to the clarity of the phrases to ensure the integrity of their language

The scale was applied to an exploratory sample of (12) schools on Sunday, Monday and Tuesday corresponding (24-25-26 / 1/2021). The school administrations were asked to read the instructions and phrases, inquire about any ambiguities and mention the difficulties they face during the response, and after completing the application it became clear the instructions are clear and the phrases are understandable by the respondents, and it became clear that the average time taken to answer the scale (14) minutes within the range of the highest time (16) minutes and the least time (12) minutes, thus the scale, with its instructions and 51 paragraphs, became ready for implementation for the statistical analysis of the paragraphs.

Application of the grade management scale to the construction sample:

The purpose of applying the scale paragraphs to the building sample is to analyze it statistically and

choose the valid ones and exclude the invalid based on their ability to discriminate using methods (preliminary analysis of the scale paragraphs and the two end groups) in preparation for preparing the final version of the scale before extracting the validity and reliability indicators, the scale was applied to the building sample, which numbered (120) schools, by their school administrations, and the researchers emphasized the need to read the instructions and paragraphs accurately and answer honestly and honestly for all the scale paragraphs, during the period from 30/1/2021 to 20/2/2021.

Method for correcting the classroom management scale:

The process of correcting the scale is carried out by placing an appropriate score for each paragraph and according to the respondent’s answer through the correction key, which is the tool by which the examiner reveals the answers that indicate the existence of the result that is being measured, and to find out the responses of the teachers about the class management scale, the researcher used the correction key (5-1) prepared For this purpose, the total score was calculated on the basis of the sum of the weights of the answers for the scale paragraphs, amounting to (51) paragraph, the grades were given to the alternatives to the answer as follows: (always 5), (often 4 degrees), (sometimes 3 degrees), (rarely 2 degrees), (never 1 degree), and thus the highest score that can be obtained is (5) and the lowest a score obtained (1), and these scores were collected to find the total score for each questionnaire using the correction key prepared for that, and table (1) shows the frequency distributions of these scores.

Table (1) grade categories, their repetition, and percentage of a sample building a class management scale:

Categories grades	Repetition	Percentage
169- 178	1	0.83%
179- 188	1	0.83%
189-198	2	1.67%
199-208	7	5.83%
209-218	12	10%
219-228	38	31.67%

Cont... Table (1) grade categories, their repetition, and percentage of a sample building a class management scale:

229-238	28	23.33%
239-248	29	24.17%
249-255	2	1.67%
Total	120	100%
Mean	227.91	
Median	227.5	
Mode	225	
Std. Deviation	14.48	
Skew ness	0.965	
Flattening	1.972	
Standard error	0.221	

Statistical analysis of the classroom management scale:

Statistical analysis aims to calculate the discriminatory ability and internal consistency of the scale's paragraphs, as the discriminatory ability refers to "the ability to differentiate or distinguish between individuals who obtain high scores and individuals who obtain low scores on the same scale, while the internal consistency refers to the extent of homogeneity of the paragraphs in their measurement of the trait, that is, the analysis of the paragraphs means retaining the good paragraphs in the test "(Michael: 1999)⁽¹⁾, the specialists in testing and measurement indicated that the standard characteristics of the measures' paragraphs represent great importance in increasing the ability of these measures to measure what they are actually designed to measure, and that it is no less important than the standard characteristics of the scale itself, because the standard characteristics of the scale depend to a large extent on the characteristics of its paragraphs (Mansi and Abdel Halim: 1988)⁽²⁾, and the researchers followed two methods in analyzing the paragraphs of the class management scale, namely, the discriminatory strength (the two end groups) and the internal consistency coefficient.

Discriminatory ability (the two extremes):

To reveal the discriminatory ability of the paragraphs of the class management Scale, the researcher used the two terminal group method, as this method is considered one of the appropriate methods for distinguishing paragraphs, and the researcher verified the ability of the paragraph to distinguish using this method through a sample of statistical analysis of (120) forms, and to calculate the discriminatory ability of the paragraphs. The researcher followed the following steps:

- Ranking the scores in descending order from highest score to lowest score on the scale.
- Determination of (27%) of the forms obtaining higher degrees and (27%) of the forms obtaining lower degrees, because this percentage achieves two groups as far as possible in terms of size and distinction, as the number of forms in each group reached (33) forms, and the percentage of (46%) and the middle (54) were excluded. As (Kelly, Kelly) states that when analyzing the test vocabulary, one must rely on the proportion (27%) of individuals in each of the two peripheral groups and exclude the middle (46) ratio, because this ratio gives the largest size and the maximum possible differentiation, and it is useful to mention here is that this percentage is when the number of a building sample

is approximately (100) individuals, but if it is less than that, a percentage of up to (33%) can be adopted (Al-Khakani and Al-Jabouri: 2016) ⁽³⁾.

- Calculating the discrimination factor for each of the (51) items of the scale, using the t-test for two samples independent by the Statistical Portfolio of Social Sciences (spss), the T-value was considered a statistical function as an indicator of paragraph discrimination.

After analyzing the results of the scale's paragraphs, we found that all paragraphs of the classroom management scale are significant, except for the paragraphs (16, 42, 33). Thus, the number of paragraphs of the classroom management scale is (48) items.

Coefficient of internal consistency:

The internal consistency factor is used to determine the extent of homogeneity of the paragraphs in their measurement of the behavioral phenomenon measured, and the researchers extracted the value of this indicator using the Pearson correlation coefficient between the score of each paragraph and the total degree of the scale, the degree of each paragraph and the total degree of the field to which it belongs, and the degree of the field by the degree of the total scale of all the (120) questionnaires, and to ensure internal consistency through the correlation relationship between the score of the paragraph and the total degree of the scale, and to find this indicator, the (Pearson) correlation coefficient was used in order to verify the significant significance of the correlation coefficient between the scores of the sample members. The number of them (120) schools on each paragraph and their total score on the scale, using the (R) test, as it appeared that all the paragraphs are of statistical significance because the value is the value of the error percentage less than (0.05). After analyzing the results of the scale's paragraphs, we found that all paragraphs of the classroom management scale are significant, except for the items (19,10,9). Thus, the number of paragraphs of the grade management scale is (45) items.

The psychometric properties of the classroom management scale:

Validity :

The researchers relied on two types of validity to ensure the validity of the class management scale, namely:

- Content validation (expert verification):

The researchers achieved this type of honesty when the classroom management scale, with its domains, paragraphs, alternatives and instructions, was presented to a group of experts and specialists in the field of teaching methods and sports psychology and meetings with experts to confirm the validity of each paragraph of the areas of the scale candidate for use.

- Constructive validity (validity of hypothetical formation):

The researchers verified this validity in the classroom management scale through statistical analysis of the scale paragraphs by finding discrimination coefficients by the two peripheral groups, and relying on it to keep the paragraphs of high, good and acceptable discrimination, and by extracting the paragraph distinction and the relationship of the paragraph to the overall degree of the scale and the relationship of the paragraph to the field.

Reliability :

In order to verify the consistency of the scale, the researchers used the half-segmentation method, which is a method in which two scores are obtained for each person, by dividing the test into two equal halves, and this method provides us with a measure of consistency with respect to previewing the content (Anastasi and Aurena: 2015) ⁽³⁾, for the purpose of verifying this method, the researcher divided the scale paragraphs into individual and even paragraphs, according to the discrepancy of the odd and even paragraphs, and subjected them to a coefficient (F) of variance to ensure the homogeneity of the two halves if it turns out that the value of the error ratio is less than (0.05), its statistical significance is revealed, and this means the homogeneity of the variance of the individual and even paragraphs, after which it is according to the correlation coefficient (Pearson), as the reliability coefficient reached half of the test (70). (Spearman - Brown), as the reliability

coefficient reached (82), which is a high value indicating the stability of the scale.

Presentation, analysis and discussion of the research results:

Presenting, analyzing, and discussing the class management scale results:

Table (2) shows the mean values, standard deviations, and skew coefficient of the row management variable fields:

Variables	Mean	Std. Deviation	Skewness
Teaching aptitude and performance	43.73	3.91	2.40
Educational tools and aids	26.05	2.93	1.25
Classroom communication and interaction	48.43	3.73	0.51
Lesson control	45.40	3.13	0.52
Regulating the social and psychological atmosphere	35.94	3.25	1.08
Total	208.04	14.41	1.897

Table (2) shows the grades of the classroom management scale fields, for example the value of the arithmetic mean for the field of classroom communication and interaction was (48,43) and the value of the standard deviation (3.73), while the value of the torsion was (0.51) and the value of the arithmetic mean for the field of lesson control came (45, 40) and the value of the standard deviation (3.13), while the value of the skew was (0.52), the value of the arithmetic mean for the field of teaching aptitude and performance came (43.73), while the value of the standard deviation coefficient was (3.91) and the value of the skew was (2.40). As for the value of the arithmetic mean for the field of organizing the social and psychological atmosphere (35.94), the standard deviation (3.25), the value of the skew (1.08), the values of the arithmetic mean for the field

of educational tools and means (26.05) and the standard deviation (2.93). The value of the skewness (1.25)

Establishing standard levels for the classroom management scale:

Standard levels have been set for the grade management scale, and the researcher used the normal distribution curve on the basis of percentage. This was done by determining the lowest degree that an individual can obtain as a result of his response to the scale’s vocabulary, as the lowest value that can be obtained theoretically is (47) degrees while the highest a degree that may reach (235) degrees. Thus, it becomes clear that the scores of any individual on the scale paragraphs will be limited between those two degrees.

Table (3) shows the standard levels, their limits in degrees, and the size and percentage of the sample distribution at those levels grade management scale and percentage

Levels	Limits in degrees	Repetition	percentage
Very high	197,4- 235	99	82,5
High	159,4- 197	20	16.67
Acceptable	121,4-159	1	0,83
Weak	83,4- 121	0	0
Very weak	47-83	0	0

Table (3) shows the clear rise of the levels achieved for the classroom management scale sample, as (120) schools obtained the amounts of the very high level, a percentage of (82.5%), and the high level, a percentage of (16.67%). The good and acceptable shows that a percentage (100%) of the sample was distributed among the first three levels, while the two levels were weak and very weak, no repetition or a significant percentage, and this indicates that all classroom management level values are high among physical education teachers in Babylon Governorate. The researchers attribute the reason for this rise in the values and levels achieved to the role of physical education teachers in managing their classes, in addition to their possession of leadership and wise management.

Conclusions and Recommendations:

Conclusions:

- The effectiveness of the (classroom management) scale in measuring the purpose for which it was prepared, which is to identify the level of classroom management of physical education teachers in Babylon Governorate.

- The ability of physical education teachers in Babylon Governorate to manage their classrooms at a high level as a result of their accumulated experience in this field.

Recommendations:

- Involving physical education teachers in developmental courses inside and outside the country to develop their capabilities in classroom management and inform them of everything new in the world of teaching and modern methods developed.

- The necessity to take into account the level of individual differences among the female students in view of the environmental, economic and social conditions

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Conflict of Interest: None to declare.

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