

SELF-ORGANIZATION IN TERMS OF CLASSROOM MANAGEMENT OF PHYSICAL EDUCATION TEACHERS IN SCHOOLS IN MISAN GOVERNORATE

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A B S T R A C T	K E Y W O R D S
The aim of the research is to identify the relationship between self-organization in terms of classroom management of physical education teachers, and the researcher used the descriptive approach in the survey method and correlational relationships, and the researcher identified the research sample, which was represented by physical education teachers numbering (178), they were distributed to three samples, exploratory sample (8) school, and preparation sample (85), and application sample (85) school, and the researcher followed all scientific procedures in preparing the study scales, Which resulted in a measure of self-organization in its final form, as it contained (34) paragraph, and the scale of classroom management (30) paragraph, where the researcher applied the standards to the study sample, and after collecting data and processing it statistically, the researcher came out with several conclusions that physical education teachers have a good level of self-organization in terms of classroom management, and recommended maintaining this level and establishing courses in classroom management, organizational and educational sciences	

1- Definition of the research.

1.1 Introduction and importance of the research.

The changes, developments and transformations that have occurred on the educational process, and the lesson of physical education is part of this process, which provides a set of physical exercises that prepare students physiologically and psychologically in order to prepare and accept all scientific activities, and this needs physical education teachers who have organization in general and self-organization in particular, which refers to (Alaa Ayoub, 2013, p. 62" the process through which the learner sets goals, Plans, uses certain strategies to achieve goals and directs his learning experiences, monitors and modifies his behavior, and controls his learning to facilitate the acquisition of information and experiences, "that is, in the sense of self-encouragement towards the most efficient path to do the physical education lesson, through good classroom management, and classroom management is as explained by Ramzi Haroun 2003, p. 34 "It is all the steps and procedures necessary to build and maintain a classroom environment suitable for the teaching and learning processes", Meaning that

classroom management is effective by physical education teachers to achieve an environment that is in harmony with students during the lesson

1.2 Research problem:

Through the experience of the humble researcher, and her field visits to the application of female students in schools, I noticed the weak level of the physical education lesson in the schools of Misan Governorate, and whether this is the result of the lack of organization in general and self-organization of physical education teachers, or the inability to manage the class by them, and here came the following Altsal:

- 1- Do physical education teachers in Misan governorate enjoy self-organization?
- 2- Is it possible for physical education teachers to follow classroom management?
- 3- Is there a role for classroom management in achieving self-organization?

1.3 Research Objectives:

- 1- Preparing a scale for self-organization and classroom management.
- 2- Identify the relationship between self-organization and classroom knowledge.

1.4 Research areas:

1.4.1 Human field: Physical education teachers in Misan Governorate.

1-4-2 Time range: 1/10/2022 to 28/2/2023.

1.4.3 Spatial area: Misan education schools.

1-5 Define the terms: (self-organization), (classroom management).

Chapter Two

2- Field Research Procedures:

2-1 Research methodology: To suit the nature of the research, the researcher followed the descriptive approach in the survey method and relationships

2.2 Research sample:

The researcher identified the research community represented by physical education teachers in the schools of Misan Governorate, which numbered (178) school, as the survey sample included (8) schools were randomly selected, and the preparation sample included (85) school, while the application sample included (85) school.

2.3 Field Research Procedures:

1. Preparation of self-regulation scale.
- 2- Preparing the classroom management scale.

2.3.1 Steps to prepare scales.

2.3.1.1 Objective setting of metrics

2.3.1.2 Identification of areas of standards: After reviewing many literature and administrative research, the following were adopted:

- Self-regulation: adopted the scale (Ikhlas Hussein Sharif-2022).
- Classroom Management: The researcher adopted the scale (Hafid Abu Bakr - Muezzin Ahmed-2018).

2.3.1.3 Preparation of the initial version of the scale included

Determine the paragraphs of the scale, the researcher prepared the scale of self-organization, which consisted of (34) paragraph, and measure classroom management of (30) paragraph, and after the response of experts by relying on (Ka2). The researcher prepared the scale, and then determine the method and formulation of the paragraphs of the scale depending on the method of Likert five-year modified in the formulation of the paragraphs of the scale, and alternatives to the five (strongly agree (5 degrees), disagree (4 degrees), Not sure (3 degree), Agree (2 degrees), strongly disagree (1 degree)).

2-3-1-4 exploratory experiment: The researcher experiment exploratory on a sample of (8 teachers), where the researcher came out clearly paragraphs of scales.

2.4 Main experience:

The researcher applied the two study scales to the research sample, which numbered (85) on (15/10/2022 until 20112022, and after collecting and processing the data statistically.

2.5 Psychometric characteristics of the study scales:

- Discriminatory ability: After completing the procedures for modifying the paragraphs of each of the two scales, the researcher began to apply to the analysis sample, in order to extract the validity of the content, and after collecting and processing the data statistically, as shown in the table below.

Table No. (1) shows the arithmetic mean and standard deviations of the upper and lower groups of the self-regulation scale

measure of self-regulation						
level sig	The calculated (t) value	The Lower group		The upper group		s
		deviation	middle	deviation	middle	
0.000	18.120	0.702	2.249	0.256	4.915	1
0.000	20.579	0.455	1.713	0.436	4.249	2
0.000	15.686	0.671	1.804	0.470	4.343	3
0.000	18.444	0.519	1.471	0.619	4.374	4
0.000	20.862	0.516	1.545	0.503	4.434	5
0.000	18.668	0.630	2.211	0.385	4.714	6
0.000	23.157	0.393	1.812	0.494	4.627	7
0.000	21.280	0.510	1.582	0.519	4.528	8
0.000	19.079	0.492	1.629	0.406	4.322	9
0.000	16.368	0.818	1.751	0.500	4.592	10
0.000	15.191	0.506	1.555	0.649	3.963	11
0.000	16.109	0.724	1.713	0.516	4.434	12
0.000	19.882	0.393	1.183	0.621	4.002	13
0.000	17.892	0.494	1.640	0.406	4.344	14
0.000	13.520	.0883	2.084	0.470	4.646	15
0.000	13.464	0.846	1.778	0.447	4.258	16
0.000	14.157	0.665	2.174	0.470	4.343	17
0.000	13.618	0.687	2.121	0.470	4.343	18
0.000	20.827	0.482	1.619	0.519	4.461	19
0.000	20.614	0.516	1.535	0.472	4.350	20
0.000	20.439	0.455	1.713	0.472	4.350	21
0.000	24.551	0.375	1.804	0.445	4.713	22
0.000	16.648	0.660	1.757	0.462	4.350	23
0.000	20.176	0.526	1.464	0.526	4.242	24
0.000	19.531	0.460	1.313	0.529	4.054	25
0.000	19.038	0.552	1.572	0.460	4.353	26
0.000	20.719	0.526	1.535	0.455	4.276	27
0.000	22.264	0.536	1.464	0.529	4.508	28
0.000	17.727	0.472	1.649	0.574	4.239	29
0.000	14.760	0.689	2.686	0.382	4.871	30
0.000	19.466	0.611	1.811	0.455	4.713	31
0.000	14.558	0.874	2.057	0.466	4.750	32
0.000	21.683	0.526	1.474	0.456	4.279	33
0.000	21.665	0.521	1.465	0.457	4.269	34

Significant at the level of significance ($\text{sig} \leq 0.05$), the results of Table (1) show that the statistical significance of the calculated (t) values confirms the discriminatory validity of the scale, and thus the items of the scale remained self-regulating (34) items.

Table No. (2) shows the arithmetic mean and standard deviations for the upper and lower groups of the classroom management scale

Classroom management scale						
level sig	The calculated (t) value	The Lower group		The upper group		s
		deviation	middle	deviation	middle	
0.000	21.179	0.472	1.649	0.519	4.538	1
0.000	21.908	0.517	1.420	0.515	4.506	2
0.000	14.070	0.776	1.933	0.510	4.433	3
0.000	15.691	0.662	1.851	0.465	4.296	4
0.000	20.492	0.492	1.629	0.480	4.333	5
0.000	21.166	1.512	1.509	0.511	4.432	6
0.000	21.511	0.522	1.437	0.477	4.344	7
0.000	20.349	0.572	1.407	0.465	4.276	8
0.000	21.886	0.277	1.066	0.687	4.234	9
0.000	20.811	0.521	1.587	0.513	4.422	10
0.000	17.230	0.622	1.814	0.509	4.471	11
0.000	14.610	0.786	1.814	0.516	4.433	12
0.000	22.021	0.511	1.587	0.513	4.587	13
0.000	18.231	0.626	1.587	0.512	4.443	14
0.000	16.122	0.712	1.977	0.487	4.631	15
0.000	21.920	0.531	1.731	0.454	4.713	16
0.000	21.433	0.515	1.471	0.512	4.433	17
0.000	15.965	0.761	2.041	0.455	4.741	18
0.000	26.712	0.513	1.416	0.432	4.767	19
0.000	22.379	0.479	1.671	0.487	4.631	20
0.000	20.212	0.511	1.523	0.582	4.521	21
0.000	17.032	0.632	1.821	0.513	4.423	22
0.000	23.019	0.471	1.712	0.479	4.657	23
0.000	21.511	0.432	1.769	0.512	4.522	24
0.000	21.188	0.511	1.491	0.489	4.369	25
0.000	22.251	0.513	1.491	0.512	4.561	26
0.000	17.013	0.651	1.971	0.489	4.631	27
0.000	20.661	0.451	1.751	0.511	4.412	28
0.000	14.252	0.611	2.011	0.639	4.432	29
0.000	14.269	0.732	2.081	0.513	4.521	30

The results of Table (2) show that the statistical significance of the calculated (t) values is significant with a significant level, and this confirms the discriminatory validity of the items of the scale.

Internal consistency of my scale

Table No. (3) shows the simple Pearson correlation coefficients for the internal consistency between the paragraph and the total score of the self-regulation scale and the statistical function.

degree sig	(r) Between the paragraph and the total score of the scale	s
0.000	0.571	1
0.000	0.688	2
0.000	0.741	3
0.000	0.809	4
0.000	0.780	5
0.000	0.771	6
0.000	0.521	7
0.000	0.639	8
0.000	0.811	9
0.000	0.649	10
0.000	0.528	11
0.000	0.651	12
0.000	0.831	13
0.000	0.811	14
0.000	0.531	15
0.000	0.531	16
0.001	0.361	17
0.000	0.811	18
0.000	0.730	19
0.000	0.771	20
0.000	0.822	21
0.000	0.579	22
0.001	0.321	23
0.000	0.582	24
0.000	0.379	25
0.001	0.317	26
0.000	0.760	27
0.000	0.712	28
0.000	0.841	29
0.000	0.772	30
0.000	0.587	31
0.001	0.321	32
0.000	0.343	33
0.000	0.344	34

Table No. (4) shows the simple Pearson correlation coefficients of internal consistency between the paragraph and the total score of the classroom management scale and the statistical function

degree sig	(r) between the paragraph and the total score of the scale	s
0.000	0.771	1
0.000	0.821	2
0.000	0.759	3
0.000	0.759	4
0.096	0.179	5
0.000	0.791	6
0.000	0.721	7
0.000	0.741	8
0.001	0.321	9
0.001	0.311	10
0.000	0.771	11
0.000	0.869	12
0.000	0.822	13
0.000	0.711	14
0.000	0.871	15
0.000	0.852	16
0.000	0.833	17
0.000	0.850	18
0.000	0.784	19
0.000	0.775	20
0.000	0.666	21
0.000	0.863	22
0.000	0.805	23
0.000	0.473	24
0.000	0.771	25
0.000	0.843	26
0.000	0.821	27
0.000	0.778	28
0.000	0.489	29
0.000	0.633	30

It is clear to the researcher from Tables (3) and (4), that there is a strong correlation between the item and the total score of the two scales, according to the Pearson correlation coefficient.

2-6 The stability of the scale:

Table No. (5) stability scores for the self-regulation scale

Alacronbach	Sibermann	Pearson	The dimension	s
0.959	0.911	0.939	scale degree	1

Table No. (6) Reliability scores for the classroom management scale

Alacronbach	Sibermann	Pearson	The dimension	s
0.979	0.961	0.971	scale degree	1

2-6-1 Application of the scale: The scale was applied to the application sample of (85) schools from outside the preparatory group.

2-6-2 Statistical means: The researcher used the statistical bag.

Chapter III

3- Presentation and analysis of the results:

3-1 Presenting the results of the self-regulation scale of the application sample, as shown in the following table:
The results of the total score for the measure of self-regulation

sig	standard deviation	Arithmetic mean	The overall score of the scale	The number of paragraphs	hypothetical mean	the scale
0.000	36.32	135.8	170	34	102	Self-regulation

Through the table above, the researcher noticed that the arithmetic mean is higher than the hypothetical mean of the self-regulation scale, which indicates that physical education teachers have a high degree of self-regulation, and this means that they have the ability to set goals and plans and use a specific strategy, where self-regulation is known as Zimmer). -2000 - p. 365) It is "the process of guidance through which the individual transforms his mental abilities and transforms them into skills related to the performance of skills."

Results of the total score for the classroom management scale Table No. (8)

sig	standard deviation	Arithmetic mean	The overall score of the scale	The number of paragraphs	hypothetical mean	the scale
0.000	35.46	134.10	150	30	90	Self-regulation

Through the above table, the researcher noticed that the arithmetic mean of the classroom management scale is higher than the hypothetical mean, that is, they have a high degree of class management, and (Bashir Arabiyat-2007-p. It is carried out by a specific person, or several persons, in a way that helps to achieve certain goals that are planned and limited in advance. A classroom dominated by positive social relations between the teacher and the students, and among the students themselves, in addition to providing the requirements for success.

3-2 Displaying the results of the correlation:

Table No. (9) shows the relationship (t) between self-regulation and classroom management

value sig	link relationship	Classroom management		Self-regulation	
		standard deviation	Arithmetic mean	standard deviation	Arithmetic mean
0.000	**0.821	35.46	134.10	36.32	135.8

It is clear to the researcher from Table (8), that there is a strong correlation between self-regulation and classroom management among physical education teachers, and this means that the one who has self-regulation is a person who is efficient and effective in reducing distraction and improving performance and thus helps to

increase effectiveness and participation in the class, and this What he emphasized "is the individual's ability to organize to manage his internal state in terms of the sources of its motives." (Cilliam, 1995, pp365)

Because the classroom management needs physical education teachers to have organization in general and self-regulation in particular, because the school must be a guide for its students and have the ability to solve problems, and this is what I emphasized" (Nawal Al-Ashi 2008, p. 24). On their problems inside the classroom and taking into account the individual differences between them, as well as taking care of the classroom environment) ", because the goal of classroom management from the point of view (Muhammad Hussein 2008, p. In providing the appropriate environment for them to learn, and the system is moving towards the desired goals.

the fourth chapter

4- Conclusions and Recommendations: Chapter Four:

- The physical education teachers in the schools of Misan governorate have a high degree of self-organization.
- The physical education teachers in the schools of Misan governorate have a high degree of classroom management.
- And that there is a strong correlation of moral significance between self-organization and classroom management.

Recommendations:

Maintain this degree of self-organization and classroom management.

- Holding courses that serve the development of self-organization and classroom management.

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Appendix No. (1) Self-regulation scale

Strongly agree	agree	not sure	Not agree	Strongly Disagree	paragraphs	s
					I make an effort to solve my problems	1
					I accept failure when doing my duty, it is not the end of me	2
					I avoid dealing with people who make me angry	3
					Study the multiple options before taking any action	4
					I feel guilty when I fall short in my work	5
					I take care of my appearance before leaving the house	6
					Show joy and sadness as much as there is in me	7
					I think about every word or action that comes out of me	8
					I do what I think is right and I don't care about others	9
					I accomplish my tasks myself	10
					I act according to society's standards, not my own	11
					I tend to change my behavior when it is inappropriate	12
					I stop talking when I feel it bothering others	13
					I accept criticism that corrects my concepts	14
					If I perform less than others, I feel that I am not as good as them	15
					I apologize if I feel that someone annoyed me	16
					I compare my performance in class with that of others	17
					I strive to excel whenever I feel I am below	18
					Compare what you achieved with what you planned for	19
					When I follow a method in my studies and succeed, I continue on that method	20
					Being rewarded affects me greatly	21
					I learn from my mistakes and do not repeat them	22
					The failure of others is a lesson for me	23
					I care about the director's praise for outstanding students	24
					Walking the wrong successful imitation blind	25
					I take a successful person as a role model in my life	26

					I'm looking for a way to focus more on a difficult topic	27
					I look for an alternative when I get bored with my studies	28
					I don't feel embarrassed when I walk past my teacher	29
					I'd rather play my own game than other games	30
					I can't help myself to help someone who needs help	31
					I choose the hard way to get what I want	32
					Topics that make me feel different from others	33
					I face my problems bravely and do not ignore them	34

Appendix No. (2) Classroom Management Scale

paragraphs	Strongly Disagree	Not agree	not sure	agree	Strongly agree	s
					I care about providing a good atmosphere inside the arena.	1
					Take care of a good view of the students inside the arena.	2
34					I focus on organizing students in the appropriate position for the learning process.	3
					The pupils participated in the cleanliness of the yard and the equipment and tools	4
					Pay attention to tools and equipment to facilitate movement within the arena	5
					The size of the arena is proportional to the number of pupils.	6
					I follow the level of skillful performance of the students.	7
					I use the blackboard in an organized manner and write clearly and understandably	8
					I act calm and poise when dealing with sports injuries.	9
					I try to get the pupils' attention while explaining the skills.	10
					Firmness and fairness used it in the treatment of students.	11
					Involving students in managing classroom activities.	12
					Students adhere to the rules of order inside the arena	13
					Integrate the educational activity with the students' life situations.	14
					I control and adjust the lesson time.	15
					I reinforce the positive behavior of the students.	16
					I encourage students to abide by school regulations and instructions.	17

					I use a variety of communication styles to achieve educational goals.	18
					Give all pupils the opportunity to express their ideas.	19
					I work to avoid distracting behaviors during the lesson	20
					Work to create an atmosphere of friendship and respect.	21
					I accept the opinions and ideas put forward by the students.	22
					I offer morale incentives for good performance	23
					I encourage students to work together.	24
					The student is committed to the role assigned to him.	25
					I take into account individual differences in the distribution of educational roles.	26
					I encourage the pupils to participate in group activities	27
					All pupils were given the opportunity to participate in educational activities	28
					I try to dominate the sports arena with all my activities.	29