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Classroom Management Skills in the Light of Some Variables for Physical Education Teachers in Nineveh Governorate Center

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ABSTRACT

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The purpose of the research was to identify the degree of practice of physical education teachers in secondary schools, Nineveh Governorate Center for Classroom Administrative Skills, with its dimensions from the teachers' point of view. Identifying the differences between the responses of the study sample about the degree of practicing classroom administrative skills according to the variables of the scientific certificate, the number of development courses participated in, and the length of service in teaching. To achieve the two research objectives, the researchers used the Classroom Management Skills Practice Questionnaire prepared by (Al-Taani, 2011), where the questionnaire consisted of (56) items distributed over six dimensions (classroom activities and classroom interaction, behavior management, school instructions and systems, classroom management planning, motivation and performance evaluation, and educational counseling), and then verified its apparent truthfulness. The research sample included 53 physical education teachers in secondary schools in the center of Nineveh Governorate. In the statistical processing of the data, the favorable ratio, arithmetic mean, standard deviation, and the alpha coefficient of one-way variance analysis, and the test of the least significant difference (L.S.D) using the statistical software SPSS were used in the data analysis. The researchers concluded that the degree of physical education teachers' practice in secondary schools in the center of Nineveh province for classroom administrative skills in its dimensions was very high. The answers of the groups of physical education teachers in secondary schools according to the scientific certificate variable, and the existence of significant differences between the answers of the groups of physical education teachers in secondary schools according to the variable of the development courses in which they participated according to the length of service in teaching.

1- Introducing the research:

1-1 Introduction and Importance of the Research:

Classroom management is an important element of the modern educational organization, as it affects each element of this organization positively or negatively, and by doing so, the educational and learning process is straightened and its desired results are performed, if this administration follows a pattern that creates a safe classroom environment and an appropriate psychological climate through which students can interact with different educational situations (Al-Kilani, 2014, 2).

The concept of classroom management is one of the modern concepts that includes the processes of guidance, leadership, and the efforts made by the teacher and learners in the classroom, and the behavioral patterns and administrative skills that may arise from these efforts, we work to provide the appropriate climate and atmosphere to achieve the goals, as it contributes to trying to make students self-reliant and reduce the dependence on the teacher completely, so it seeks to take appropriate measures in the use of educational materials and benefit from time and place. The ease of procedures, guidance and guidance in the classroom, and the emphasis on the motivation of the available students, and leads to clear arrangements in the classroom, the organization of educational materials and tools, and the transition from one activity to another, which requires the physical education teacher to possess skills with appropriate grades that are essential for the perfect delivery of the lesson.

Physical education with its various activities plays a great role in strengthening the educational system so that it works to achieve integrated and comprehensive growth in all aspects of the personality, so the educational curricula and its various programs are one of the strongest factors that help to achieve the goals, and good teaching occupies a wide space in the field of education (Mohammed, 2001, 19) quoted (Abu Jama, 2013, 4).

The role of the physical education teacher is essential in any school, so it was necessary to pay attention to his role as the first concerned person in achieving the goals of physical education in the classroom by improving the degree of adoption of appropriate methods, including personal in following instructions, balance in work, decisions, experiences, and the ability to be creative and innovative, as well as professionalism such as preparing for lessons, dealing with situations well, and linking parts of the curriculum.

Hence the importance of the study in trying to determine the degree of practicing the classroom management skills of the physical education teacher in secondary schools, according to the scientific certificate, the number of developmental courses, and the duration of teaching service as it affects the scientific and applied aspect of the teacher, as well as the academic importance as it provides the frame of reference for researchers in this subject.

1-2 Research Problem:

There is no doubt that in order to achieve the educational goals of the physical education lesson, it is necessary to have a close connection between these goals and the classroom management approved by the teacher, but it is necessary to have methods and skills for the teacher to enable him to reach the best, and these skills can be represented

In the degree of classroom interaction, behavior management, and systems through planning, performance evaluation, and educational counseling.

The researchers may believe that the disparity in the levels achieved in the physical education lesson for secondary schools may be related to the physical education teacher's classroom management skills, and does the scientific degree, the extent of participation in developmental courses, and the length of service play a role in determining the degree of these skills?

Hence, this study comes to try to reveal the degree to which physical education teachers in secondary schools practice basic classroom management skills. Therefore, the need arose to answer the question of the degree of practice of physical education teachers in secondary schools at the Nineveh Governorate Center for Basic Classroom Administrative Skills from the teachers'

point of view, and are there differences between the answers of the study sample according to the variables of the scientific degree, the number of development courses participated in them, and the length of service in teaching?.

1-3 Research Objectives:

1- Identifying the degree of practice of physical education teachers in secondary schools at the Nineveh Governorate Center for Classroom Administrative Skills in its dimensions (classroom activities and classroom interaction, behavior management, school instructions and systems, classroom management planning, motivation and performance evaluation, educational counseling) from the teachers' point of view.

2- Identify the differences between the answers of the study sample about the degree of practicing classroom administrative skills according to the variables of the scientific certificate, the number of development courses participated in it, and the length of service in teaching.

1.4 Areas of Purenness:

- Human field: Physical education teachers in secondary schools, Nineveh Governorate Center.
- Spatial field: Secondary schools, the center of Nineveh province.
- Temporal Domain: 17/10/2024 until 25/11/2024.

1.5 Defining the Terms:

- Classroom management: All the organized planning that the teacher does in the classroom in which he directs his efforts to lead the classroom activities that would create an educational atmosphere and a suitable environment that enables both the teacher and the student to achieve the educational goals that would bring about a change for the better in the learner's behavior (Tarawneh, 2004, 37).

- Classroom management skills (defined by researchers): How and skills the physical education teacher performs to achieve coordination and compatibility between him and students to facilitate classroom management tasks and convey information and concepts to students.

2- Similar Studies:

2.1 Study (Al-Taani, 2011)

The study aimed to identify the degree of practicing basic classroom administrative skills among secondary education teachers in Karak Governorate, and to identify the effect of gender variables and years of experience on the degree of teachers' practice of skills. The study sample consisted of (850) teachers who study the first and second grades of secondary school. The study concluded that the skill of classroom activities and classroom interaction ranked first for classroom management, and the skill of educational counseling obtained the last rank, and the results showed that there is a Statistically significant differences attributed to the interaction of experience with gender, while there are no statistically significant differences attributed to the variables of years of experience.

2-2 Studies (Ali & Suleiman, 2022)

The study aimed to find out the level of classroom management skills practice among primary school teachers in the Sidi Khalifa area, and to find out whether there are any statistically significant differences in determining the level of classroom management skills among primary school teachers in the Sidi Khalifa area according to the type variable, as well as to find out if there is a correlation between the level of classroom management skills practice among primary school teachers in the Sidi Khalifa area and their years of experience, and the study adopted the descriptive method. A random sample of (137) teachers from primary schools in Sidi Khalifa region was drawn during the academic year (2021/2022), and to collect the data of the study, the questionnaire tool was used, and the results showed that: the level of classroom management skills among primary school teachers in the Sidi Khalifa region was high, and the results showed that there were no differences attributable to the gender variable in determining the level of classroom management skills among primary school teachers in the Sidi Khalifa region, and the results showed that there is a positive direct correlation At a significance level of 0.005 in the

level of classroom management skills among primary school teachers in the Sidi Khalifa region and their years of professional experience.

3- Research Procedures:

3-1 Research Methodology:

The researchers used the descriptive method with the relational survey method because it suits the type of study and its objectives.

3-2 Research Population and Sample:

The research population was selected and sampled by the deliberate comprehensive inventory method, where the research included physical education teachers in secondary schools in the center of Nineveh province, and the researchers obtained (53) statistically analyzable forms as shown in Table (1)

Table (1) shows the research population, its sample and its variables for physical education teachers in secondary schools

Duration of Service (in years)					Development Courses			Academic Degree			Research Sample and Society
More (21)	16-20	11-15	5-10	Less than (5)	10 and up	5-10	Less than (5)	PhD	Master	Bachelor	
7	8	20	6	12	13	15	25	4	6	43	53

3.3 Research Tool:

To achieve the two research objectives, the researchers used the Classroom Management Skills Practice Questionnaire prepared by (Al-Taani, 2011), where the questionnaire consisted of (56) items distributed over six dimensions (classroom activities and classroom interaction, behavior management, school instructions and systems, classroom management planning, motivation and performance evaluation, and educational counseling) with a score of (10, 7, 9, 9, 8, and 13) respectively, and the questionnaire paragraphs were answered according to five alternatives, they are (very high grade, high grade, medium grade, weak grade, very weak grade). Some minor modifications were made to it to suit the sample of the current study, and then to verify its apparent truthfulness and consistency, the following agencies:

3.3.1 Honesty Al, Dhaheri:

The truthfulness of the test is meant to measure what the test was designed for (Abu Mughli and Salameh, 2010, 41), and this procedure is an appropriate way to verify the validity of the questionnaire, "as the researcher presents the study tool in its initial form to a number of referees specialized in the field of research title and specialization, in order to verify the apparent honesty of the scale tool, which shows the ability of the paragraphs to cover the field to which they belong" (Al-Taie & Abadi, 2018, 144). This procedure is an appropriate way to verify the validity of the questionnaire, as the questionnaire is presented to a number of experts to verify its apparent truthfulness, so the researchers presented the questionnaire to a number of experts specialized in sports management* to judge the questionnaire paragraphs, and asked each of them

* Names of Experts

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to give their observations in each of the questionnaire paragraphs as valid or invalid in the assigned field. Their opinions on the clarity of the paragraphs and their suitability for the sample, as well as the validity of the alternatives, the analysis resulted in the modification of some paragraphs in the questionnaire, and the researchers obtained a percentage ranging between (75-100%) of the experts' agreement for the questionnaire paragraphs, and the amendments were made after the researchers obtained the agreement of (5) experts because they represent more than (75%). The researcher must obtain a percentage of agreement (75%) or more from the opinions of the reviewers in this type of honesty (Bloom et al., 1986, 126), thus forming the final version of the questionnaire that the researchers will adopt in completing their research procedures and described in Appendix (1).

3.3.2 Consistency of the questionnaire

It is worth mentioning that the Alpha method is of particular importance as it is used to calculate the stability coefficient of essay and objective tests (Al-Nabhan, 2004, 248), and questionnaire paragraphs whose answer requires choosing from multiple alternatives" (Allam, 2006, 100), where the value of the alpha stability coefficient was (0.942). Thus, the stability coefficients are good, as Abu Huwajj et al. indicate that "the correlation coefficient for test stability ranges from 0.70 to 0.90" (Abu Huwajj et al., 2002, 68), as indicated by (Odeh and Al-Khalili, 2000, 146).

3.3.3 Description of the questionnaire in its final form:

The scale of practicing basic classroom administrative skills consists of (56) items distributed over six dimensions (classroom activities and classroom interaction, behavior management, school instructions and systems, classroom management planning, motivation and performance evaluation, and educational counseling) with a score of (10, 7, 9, 9, 8, and 13) respectively, and five alternatives have been placed in front of each of the paragraphs of the scale, namely (very high grade, high grade, medium grade, weak grade, and very weak grade). The weights (5, 4, 3, 2, and 1) were carried out respectively, and the researchers performed a systematic random mixing of the paragraphs of the degree of practice of basic classroom management skills as shown in Table (2).

Table (2) The sequence of the paragraphs of the dimensions of the Basic Classroom Administrative Skills Practice Scale

Paragraph sequence in scale	Number of paragraphs	Dimensions
1 7 13 19 25 31 37 43 48 52	10	Classroom Activities and Classroom Interaction
2 8 14 20 26 32 38	7	Behavior Management
3 9 15 21 27 33 39 44 49	9	School Instructions and Regulations
4 10 16 22 28 34 40 45 50	9	Classroom Management Planning
5 11 17 23 29 35 41 46	8	Motivation & Performance Evaluation

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Prof. Dr. Buthaina Hussein Ali / / Management and Organization / Faculty of Physical Education and Sport Sciences / University of Mosul

Assoc. Prof. Dr. Mohammed Zakir Salem / Management and Organization / Faculty of Physical Education and Sport Sciences / University of Mosul

6 12 18 24 30 36 42 47 51 53 54 55 56	13	Educational Counseling
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Thus, the questionnaire in its final form is ready to be applied to the research sample as described in Appendix (1).

The levels of answer to the dimension were divided based on similar studies in this field, including a study (Al-Pabout, 2023, 55), a study (Al-Jubouri, 2023, 47), a study (Al-Jahishi, 2023, 48), a study (Al-Nuaimi, 2024, 53), and a study (Al-Ahmad, 2024, 55), as shown in Table (3).

Table (3) Division of Dimension Answer Levels

Level	Categories	t
very high	80% and above	1
high	From 70% - Less than 80%	2
Medium	From 60% - Less than 70%	3
Low	From 50% - Less than 60%	4
Very low	Less than 50%	5

2-4 Research

The research variables of the certificate, the

Variables:

included the scientific number of

development courses participated in it, and the length of service of physical education teachers. The holders of the scientific certificate were divided into three categories (bachelor's, master's, and doctorate), and the number of development courses in which the managers participated into three categories (less than (5) courses, (5-10) courses, and (10) courses or more), and the duration of service in teaching into five categories (less than 5 years, 5-10 years, 11-15 years, 16-20 years, and 21 years and above).

2.5 Statistical Methods:

- Favorable ratio, arithmetic mean, standard deviation, alpha coefficient, one-way variance analysis, least significant difference test (L.S.D) using SPSS statistical software in data analysis

4. Presentation, analysis and discussion of the results:

This chapter includes a presentation and discussion of the results according to the two research objectives, as follows:

The first objective: There is a variation in the degree of practice of physical education teachers in secondary schools in the Nineveh Governorate Center for Classroom Administrative Skills in its dimensions from the teachers' point of view.

Table (4) shows the arithmetic averages, standard deviations, and the degree of practicing classroom administrative skills and their dimensions for physical education teachers in secondary schools.

Level	Percentage	Standard deviation	Arithmetic mean	Classroom Management Skills
very high	85.47%	3.818	42.735	Classroom Activities and Classroom Interaction
very high	87.005%	3.035	30.452	Behavior Management
very high	83.311%	3.331	37.49	School Instructions and Regulations
very high	83.311%	3.959	37.49	Classroom Management Planning

very high	82.167%	3.792	32.867	Motivation & Performance Evaluation
very high	82.495%	6.083	53.622	Educational Counseling
very high	83.807%	21.235	234.66	Kidney

Table (4) shows that the arithmetic median of the dimensions of practicing classroom administrative skills (classroom activities and classroom interaction, behavior management, school instructions and systems, classroom management planning, motivation and performance evaluation, educational counseling) from the point of view of physical education teachers in secondary schools ranged between (53,622 - 30,452) with a standard deviation ranging between (6,083 - 3,035). With percentages ranging between (87.005 - 82.167%) and at a very high level, the total arithmetic mean was (234.66) with a standard deviation of (21.235) and a percentage of (83.807%) and the level in general was very high.

The researchers believe that the high degree of physical education teachers' practice of basic classroom administrative skills is due to the positive interest by teachers in classroom management skills through the adoption of appropriate educational tools accompanying classroom management, the adoption of appropriate educational plans, and the provision of opportunities for all students to participate in the educational process equally.

The second objective: To identify the differences between the responses of the study sample about the degree of practicing classroom administrative skills according to the variables of the scientific certificate, the number of development courses participated in it, and the length of service in teaching.

Table (5) shows the results of the analysis of variance for the levels of the scientific certificate variable among the groups of physical education teachers in secondary schools according to the scale of the degree of practicing classroom administrative skills

SIG Value	Calculated value (p)	Average Squares	Degrees of Freedom	Set of Boxes	Source of Contrast	Variables
0.963	0.038	17.589	2	35.178	Between groups	Groups of Physical Education Employees
		468.294	50	23414.709	Within Groups	
		485.883	52	23449.887	Total	

* Significant at < error rate (0.05).

Table (5) shows that there are non-significant differences between the answers of the groups of physical education teachers in secondary schools according to the scientific certificate variable about the degree of practicing classroom administrative skills, as the significance value was (0.963) compared to the approved significance level (0.05).

The insignificance of the differences between the groups of physical education teachers in secondary schools according to the scientific certificate variable about the degree of practicing classroom administrative skills is due to the lack of effect of the difference in the scientific certificate and the similarity in the work environment to cause different degrees between the responses of the sample of physical education teachers towards practicing classroom administrative skills.

Table (6) shows the results of the analysis of variance for the levels of the variable of the development courses in which the participants among the groups of physical education teachers in secondary schools according to the scale of the degree of practicing classroom administrative skills

SIG Value	Calculated value (p)	Average Squares	Degrees of Freedom	Set of Boxes	Source of Contrast	Variables
0.013	4.701	4855.858	2	3711.717	Between groups	Physical Education Teaching Groups
		394.767	50	19738.17	Within Groups	
		2250.625	52	23449.887	Total	

* Significant at < error rate (0.05).

Table (6) shows that there are significant differences between the answers of the groups of physical education teachers in secondary schools according to the variable of the development courses participated in them about the degree of practicing classroom administrative skills, where the significance value was (0.013) compared to the approved significance level (0.05).

For the purpose of testing the significance of the differences between the averages of the three groups and to determine which of the groups is superior to the other, the least significant difference test (L.S.D) was used and Table (7) shows this.

Table (7) shows the results of LSD showing the differences in the development courses in which they participated according to the scale of the degree of practice of classroom management skills

SIG Value	Difference Between Averages	Standard deviation	Arithmetic mean	Issue	Development Courses
0,071	11.973	23.716- 14.933	226.36- 238.333	25- 15	(Less than 5) – (5-10)
0,005	20.024*	23.716- 16.049	226.36- 246.384	25- 13	(Less than 5) – (More than 10)
0,29	8.051	14.933- 16.049	238.333- 246.384	15- 13	(5-10) – (More than 10)

* Significant at < error rate (0.05).

Table (7) shows:

- There is a significant difference in the development courses in which they participate between the two groups (less than 5) – (more than 10) and in favor of (more than 10).
- There is a non-significant difference in the development courses in which they participate between the two groups (less than 5) – (5-10) and the two groups (5-10) – (more than 10).

It can be observed that the difference in the number of participants in the development courses between the least and the most participants is shown through the impact of those courses on the scientific and administrative levels of teachers through the increase in participation, which reflects the positive practice of administrative skills for the classroom.

Table (8) shows the results of the analysis of variance for the levels of the variable of length of service in teaching among the groups of physical education teachers in secondary schools according to the scale of the degree of practicing classroom administrative skills.

SIG Value	Calculated value (p)	Average Squares	Degrees of Freedom	Set of Boxes	Source of Contrast	Variables
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0.01	3.759	1398.428	4	5593.712	Between groups	Physical Education Teaching Groups
		372.004	48	17856.175	Within Groups	
		1770.432	52	23449.887	Total	

* Significant at < error rate (0.05).

Table (8) shows that there are significant differences between the answers of the groups of physical education teachers in secondary schools according to the length of service in teaching about the degree of practicing classroom administrative skills, as the significance value was (0.01) compared to the approved significance level (0.05).

In order to test the significance of the differences between the averages of the three groups and to determine which of the groups is superior to the other, the test of the least significant difference (L.S.D) was used and Table (9) shows this.

Table (9) shows the results of LSD shows the differences in the length of service in teaching according to the scale of the degree of practicing classroom administrative skills

SIG Value	Difference Between Averages	Standard deviation	Arithmetic mean	Issue	Service in Teaching
0,064	18.25	21.146-28.152	230.083-211.833	12- 6	(Less than 5) – (5-10)
0,475	5.066*	21.146-20.207	230.083-235.15	12- 20	(Less than 5) – (11-15)
0,066	16.541	21.146- 7.405	230.083-246.625	12- 8	(Less than 5) – (16-20)
0.071	16.916	21.146-11.775	230.083- 247	12- 7	(Less than 5) – (More than 20)
0.002	23.316*	28.152-20.207	211.833-235.15	6- 20	(5-10) – (11-15)
0.002	34.791*	28.152- 7.405	211.833-246.625	6- 8	(5-10) – (16-20)
0.002	35.166*	28.152-11.775	211.833- 247	6- 7	(5-10) – (More than 20)
0.161	11.475	20.207- 7.405	235.15-246.625	20- 8	(11-15) – (16-20)
0.168	11.85	20.207-11.775	235.15- 247	20- 7	(11-15) – (More than 20)
0.97	0.375	7.405- 11.775	246.625- 247	8- 7	(16-20) – (More than 20)

* Significant at < error rate (0.05).

Table (9) shows:

- There is a significant difference in the length of service in teaching between groups (5-10) and groups (11-15), (16-20), and (16-20) and in favor of groups (11-15), (16-20) and (16-20).
- There is a non-significant difference in the length of service in teaching between the group (less than 5) and each of the groups (5-10), (11-15), (16-20), and (16-20).
- There is a non-significant difference in the length of service in teaching between groups (11-15) and groups (16-20) and (16-20).
- There is a non-significant difference in the length of service in teaching between the two groups (16-20) and (16-20).

It can be observed that the significance of the differences and in favor of the intermediate groups of years of service in teaching is due to the fact that they are ideal levels for acquiring teaching

experience, classroom management, appropriate behavior, and taking responsibility and how to deal with disparate situations through classroom skills.

5. Conclusions and Recommendations:

5.1 Conclusions:

- 1- The degree of practice of physical education teachers in secondary schools in the Nineveh Governorate Center for Classroom Administrative Skills in its dimensions was very high from the teachers' point of view.
- 2- There are non-significant differences between the answers of the groups of physical education teachers in secondary schools according to the scientific certificate variable about the degree of practicing classroom administrative skills.
- 3- There are significant differences between the answers of the groups of physical education teachers in secondary schools according to the variable of the development courses participated in between the two groups (less than 5) – (more than 10) and in favor of (more than 10) about the degree of practicing classroom administrative skills.
- 4- There are non-significant differences between the answers of the groups of physical education teachers in secondary schools according to the variable of the development courses participated in between the two groups (less than 5) – (5-10) and the two groups (5-10) – (more than 10) about the degree of practicing classroom administrative skills.
- 5- There are significant differences between the answers of groups of physical education teachers in secondary schools according to the length of service in teaching between group (5-10) and each of groups (11-15), (16-20), and (16-20) and in favor of groups (11-15), (16-20) and (16-20) about the degree of practicing classroom administrative skills.
- 6- There are non-significant differences between the answers of the groups of physical education teachers in secondary schools according to the length of service in teaching between the group (less than 5) and each of the groups (5-10), (11-15), (16-20) and (16-20) and between the group (11-15) and the two groups (16-20) and (16-20) and (16-20) about the degree of practicing classroom administrative skills.

5.2 Recommendations:

- 1- Urging physical education teachers to increase their participation in development and training courses that deal with skills for classroom management and activate them positively on students' activities and classroom interaction.
- 2- Enhancing the educational guidance of teachers and managing their classroom behavior to provide an environment for positive interaction and identifying the social and physical needs of students that affect success.
- 3- Employing e-learning and modern educational techniques effectively and significantly during the implementation of classroom management.
- 4- Activating school regulations and instructions and training students to adhere to them to achieve educational goals.
- 5- Employing experts and specialists for schools to discuss educational issues of interest to practical educational practices according to proper planning.
- 6- Motivating teachers to increase their awareness of how to determine the levels for students and evaluate performance accurately and objectively to diagnose their weakness and educational strength.
- 7- Emphasizing the conduct of more researches and studies on the practice of classroom management skills at different educational levels.

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Accessories (1)

Final Version of the Classroom Management Skills Questionnaire

University of Mosul

College of Education for Girls

Department of Physical Education and Sport Sciences

Dear Physical Education Teacher..... Dear

In the intention of conducting a research entitled " **Classroom Management Skills in the Light of Some Variables for Physical Education Teachers in the Center of Nineveh Governorate**", please answer accurately and impartially by marking () in the field designated for scientific research only, and there is no need to mention the name. Thank you for your cooperation

Researchers

School Name :..... (For boys..... For Girls.....)

..... High School Preparatory Medium.....

Geographic Region:

Gender: Male () Female () Age:

Length of service in teaching: Less than (5) years..... From (5) to (10) years

From (11) to (15) years From (16) to (20) years More than (20) years

Scientific Degree: Bachelor () Master () Doctorate ()

Number of Development Courses Participated:

Less than (5) Courses From (5) to (10) Courses More than (10) years

Classroom Administrative Skills:

Very weak degree	Weak score	Medium Grade	Great degree	Very large degree	Paragraph	t
					Provides the opportunity for all students to participate in educational activities	1
					Promotes positive student behavior	2
					Seeks to involve students in the process of classroom management and organization	3
					Links teaching elements such as content, activities, presentation, and objectives to the identified needs of the students	4
					Corrects tests accurately and objectively to diagnose weaknesses and strengths for each individual student	5
					Provides awareness to students through school educational counseling programs	6
					Takes collective responsibility within the classroom administration	7

Very weak degree	Weak score	Medium Grade	Great degree	Very large degree	Paragraph	t
					Identifies social, emotional, and physical needs that affect success in school.	8
					Commitment to the implementation of the classroom education system to achieve educational goals	9
					Develops educational plans that reflect previous requirements for knowledge, skills, and readiness to learn	10
					Brainstorming is used during classroom management	11
					It helps students understand their environment and adapt to environmental and social phenomena	12
					The student is committed to the role assigned to him in the classroom	13
					Avoids moodiness and nervousness while teaching	14
					Trains students to adhere to school regulations and instructions	15
					Prepares appropriate educational aids that accompany classroom management	16
					Have knowledge of the extent to which students' educational goals are achieved.	17
					Students are encouraged to encourage their parents to get involved in solving their problems	18
					Encourages students to exchange views on classroom management	19
					Provides an environment conducive to positive interaction between colleagues	20
					The democratic method is used in learning with students	21
					Distributes activities to students within classroom management time	22
					Interesting style is used in giving lessons	23

Very weak degree	Weak score	Medium Grade	Great degree	Very large degree	Paragraph	t
					It introduces students to their role and place in society	24
					Encourages students to participate in educational activities	25
					Provides and maintains a pleasant and organized work environment in the classroom	26
					Regulates students' relationships with each other and with the teacher	27
					Seeks daily and advance preparation for classroom management	28
					Uses evaluative tests to identify students' strengths and weaknesses	29
					Develops students' abilities to deal with different classroom management	30
					It uses the method of dialogue and discussion to develop critical thinking in students	31
					Use nice words and phrases in the classroom	32
					Helps students understand classroom systems and instructions as educational experiences	33
					Sets specific, measurable behavioral goals	34
					Stimulates students' interest in the educational material during classroom management	35
					Experimentation is used to solve problems and link education to life	36
					Ensures that educational goals are achieved through educational experiences and classroom activities	37
					A good teacher in the classroom behaves appropriately	38
					Trains students to understand the content of the organizational process within the classroom	39

Very weak degree	Weak score	Medium Grade	Great degree	Very large degree	Paragraph	t
					Develops a clear, viable, and accurate comprehensive curriculum plan	40
					Uses modern calendar methods such as recorder and self-assessment	41
					Provides students with awareness of the requirements of the age they are going through	42
					Takes into account individual differences in the distribution of educational roles	43
					Explains organizational instructions and guidelines from the beginning of the teaching process	44
					Selects a variety of methodological activities appropriate to the level of students	45
					Uses educational, audio-visual aids in teaching	46
					Students are encouraged to consult with their educational advisor on issues facing them	47
					Uses a purposeful scientific method with students	48
					Raising students' awareness of the system and its importance for the classroom learning process	49
					Selects various teaching methods to implement the objectives	50
					Develops students' abilities on the mechanisms of representation and alignment to achieve balance to realize their personality	51
					Creates a comfortable classroom environment for students during the educational process	52
					Develops individual and group self-direction skills	53
					Takes care of students' personal and educational desires and tendencies	54
					It helps students to research and investigate in a scientific way	55

Very weak degree	Weak score	Medium Grade	Great degree	Very large degree	Paragraph	t
					Manages in-class discussions to solve educational problems	56