



E-ISSN: 2707-7020
P-ISSN: 2707-7012
JSSN 2022; 3(2): 14-18
Received: 06-05-2022
Accepted: 09-06-2022

Mohammed Malik Saleem
General Directorate of
Education, Maysan Province,
Amarah, Iraq

Creative management of physical education lesson time for middle school teachers in Maysan governorate schools

Mohammed Malik Saleem

DOI: <https://doi.org/10.33545/27077012.2022.v3.i2a.91>

Abstract

The research aims to identify the level of creative management of the classroom by male and female teachers of physical education in middle schools in the centre of Maysan governorate and how to invest the lesson time in an ideal way. Maysan (the centre) for the intermediate stage, numbering 159 teachers and teachers for the academic year 2021-2022, were chosen deliberately. The researcher used the statistical bag (sps) to treat the data statistically. However, the researcher concluded that there is a generally positive image of the creative management of the classroom for male and female physical education teachers in terms of managing the time specified for the lesson. The researcher recommended the necessity of appropriate preparation for male and female teachers in a culture of administrative creativity.

Keywords: Creative management, lesson time for physical education

Introduction

The challenges faced by education and educational institutions force many of them to strive to achieve an effective response to the need for creative class management, in line with the nature of the teaching environment, to increase the effectiveness of teaching, its effective development of resources and the development of physical education teachers skills, the role of physical education teachers has become a strategy to improve schools.

Many management scholars have been keen on addressing the issue of time management and writing books related to it. These books have achieved high sales rates in exhibitions and libraries, confirming the interest of many intellectuals, researchers and educators in time management and how they can make the best use of time management to achieve their goals and ambitions, thereby Benefitting from comprehensive teaching.

The importance of this research is to enhance the role of male and female teachers in creativity in managing the physical education lesson and making full use of the lesson time, and avoiding everything that would waste time.

Problem

The challenges faced by education and educational institutions force many of them to strive to achieve an effective response to the need for creative class management, in line with the nature of the teaching environment, to increase the effectiveness of teaching, its effective development of resources and the development of physical education teachers skills, the role of physical education teachers has become a strategy to improve schools.

Research aims

- The level of creative management in the classrooms of middle-level male and female physical education teachers in Maysan province.
- The relationship of creative classroom management with full use of the lesson time for male and female physical education teachers for the intermediate stage in the centre of Maysan Governorate.

Force search

- The existence of a significant correlation relationship between the creative management of the classroom and the full utilization of lesson time for male and female physical education teachers for the intermediate stage in the centre of Maysan governorate.

Corresponding Author:
Mohammed Malik Saleem
General Directorate of
Education, Maysan Province,
Amarah, Iraq

Research Methodology and Field Procedures

The researcher used the descriptive approach in the style of correlative relations to suit the nature of the research and give a picture of the reality of life, setting standards and building future expectations. (Wajeeh Mahjoub. 2002) ^[5]

Research community and sample

The research community represents the male and female teachers of physical education for the intermediate stage in the Maysan governorate for the academic year (2021-2022), whose number is (316) male and female teachers.

The researcher used the scale prepared by researcher Nizar Sarhan, which he designed on a sample of physical education teachers in Anbar Governorate for the academic

year (2017-2018). Moreover, formulate the appropriate statements for each axis, and follow the correct and essential steps that the researchers follow in preparing the scale. Moreover, he mentioned that the choice of answer for the content of each statement depends on a five-point Likert scale, which ranges from (always, often, sometimes, rarely, and never), where the choice of Likert scale consists of five levels to score the score of each answer. Accordingly, the researcher found (5) alternative answers for each statement developed, "Because when the sample is adults and the expression recorded (1.2.3.4.5), five is the best level to answer.) The highest score is (5), and the lowest is (1) because each statement requires choosing one of five alternatives, as shown in Table No. (1).

Table 1: Scale Five-pointed Likert

Alternatives	Always	Mostly	Sometimes	Scarcely	Start
Degree	5	4	3	2	1

The scale consists of the following axes: the first axis (planning), the second axis (organization), the third axis (communication), the fourth axis (decision making) and the fifth axis (evaluation).

Survey experience

The exploratory experiment was conducted WITH (35) teachers and schools, the sample from 15/11/2021 to 11/18/2021 and they were excluded from the primary research sample.

The mechanism of calculating the degree of investment in physical education lesson time

Three models of the intermediate physical education lesson

plan were designed and classified after reviewing the sources, references and research related to the subject of the scale and referring to the intermediate study guidelines of the Iraqi Ministry of Education and the General Directorate of Physical Education, the objectives and time of each course set. The degrees awarded by a special committee are prepared for this purpose. Scores are limited to (1-9) and compensated at a level (Excellent-Poor), i.e. nine exchangeable (Excellent), seven exchangeable (Very good), five exchangeable (Good) and three exchangeable (Poor). The purpose of dividing the lesson through the grading scale on all objectives of the course section is to convert (45) minutes of class hours into (45) degrees.

Table 2: Distribution of the degree of investment in lesson time

Lesson sections		Objectives	Excellent	Very well	Good	Acceptable	Weak
introductory section	Introduction	Organizational	-	-	-	-	-
	General warm-up	Cognitive	9	7	5	3	1
	own warm-up	Behavioural	9	7	5	3	1
main section	educational section	Skills	9	7	5	3	1
	Application section	Sentimental	9	7	5	3	1
Final section		Organizational	9	7	5	3	1
The Total			45	35	25	15th	5

Main experience

The main experiment was applied to the research sample as follows:

- Application of the Creative Management Scale in the classroom, the assistant team, distributed and received the scale in the morning and evening from Saturday 20 November 2021 to Thursday 24 February 2022 under the supervision of the researcher and according to the official work of the sample Time, where were numbered (124) Teacher and school exclusions and research objectives and emphasis on accuracy and clarity of answers. Nine questionnaires were excluded for lack of clarity or validity of their answers.
- Calculating the degree of the invested physical education lesson time, where the assistant team, under the supervision of the researcher, distributed the three

forms of the physical education lesson plan to the specialized committee that had been previously selected on Sunday, 27/2/2022 and after watching the lessons by the competent committee, the forms were withdrawn and fixing the scores on the sample members.

The researcher noticed that the degrees are divided into five distinct goals (organizational goals, cognitive goals, behavioural goals, emotional goals, skills goals), each goal of which is nine degrees, which are then awarded through the scale of appreciation and supervision by the researcher by comparing the answers on a scale creative management. (Nouri Ibrahim Al-Shouk and Rafi' Saleh Fathi. 2004) ^[1].

Statistical means: The data was processed using the ready-made statistical package. spss).

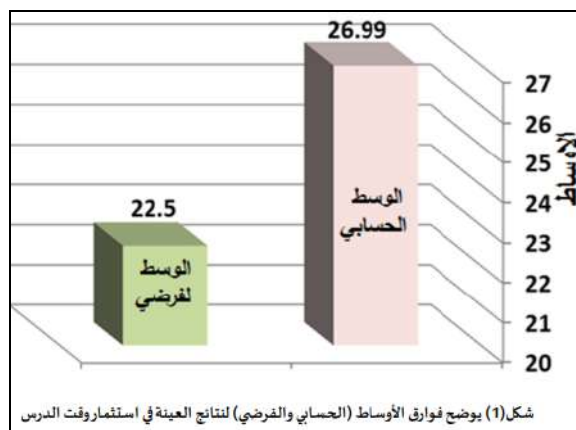
Discuss the results

Table 3: Shows the statistical values of lesson time investment

Statistical parameters	Investing lesson time
Arithmetic mean	26,99
Standard deviation	7,19
Biggest degree	45 degrees
The highest score achieved by the sample	39 degrees
Lowest degree	5 degrees
The lowest score achieved by the sample	15 degrees
The number of sample members	99 people
Value (T) for one sample	2,66
Error level	0,00
Significance level (0.05)	Moral
Hypothetical mean	25
Degree of freedom	90

Table (3) shows the results of the study, which were obtained by applying the physical education lesson plan form to the study sample to calculate the time invested for the lesson through the alternatives (excellent, very good, good, average, poor), where the arithmetic mean value (26.99), standard deviation (7.19) and hypothetical mean (25).

The sample achieved the highest degree for investing time (39) degrees, which is less than the highest degree agreed upon by the selected arbitrator's committee, which is (45) degrees. It is given by the panel of arbitrators, which is (5) degrees. To an arithmetic mean of the sample, its value was more significant than the value of the hypothetical mean, as in Figure (1).



Using (T-test) for one sample, it turns out that the calculated value (T) is (2.66), and when the error is (0.00) and the tabular value (T) appears (1.99) at the degree of freedom (90). Since the calculation is the most significant value (T) of Table (T) shows that the difference is statistically significant at the level (0.05) in favour of the mean Arithmetic, which indicates a significant difference, which

means that the difference in the time invested in physical education.

Presentation and analysis of the relationship of creative management of the classroom with the investment of lesson time

Table 4: The value with correlation coefficient (Doberman) and (the level of significance) for the scale of creative management for the class with (the investment of time)

The management scale a creative for class correlation coefficient value	Planning axis	Organization axis	Communication hub	The focus of decision making	Calendar axis	Management scale
Investment lesson time	(0,38)* Degree	(0,32)* Degree	(0,37)* Degree	(0,38)* Degree	(0,33)* Degree	(0,27)* Degree
The direction of the relationship	orthodox	orthodox	orthodox	reverse	orthodox	orthodox

It is clear from Table (4) that there is a significant relationship between the measure of creative management for the class and the input of class time for male and female teachers. From Table (4), it can be noted that the value of the correlation coefficient is: between the level of error (0.00) and the level of significance (0.05) compared to the creative management for the separation by the investment of

time (0.27) it turns out that it is the largest, that is, there is a significant positive correlation.

Unfortunately, there is a wrong view of the physical education lesson in Iraqi schools, as some consider it a useless marginal lesson. However, some say that it is a waste of time and effort. What's some specialists have addressed to subject, he pointed out (Howley Edward), "In addition to the superficial view from some physical

education lesson does not have a great importance in the general education of students and what this view has had an impact on the effectiveness of the lesson by some administrations and consequently the impact on the general level of the lesson".

See (Harem, 2020 AD). "The effective management of the physical education lesson may allow a broader scope for freedom of thought and the development of a spirit of cooperation, respect and constructive criticism and this may encourage thinking through the correct and healthy organizational climate".

The researcher believes that the sports field is the most open in the field of creativity due to the rapid development and change in the sports field in terms of methods and methods of teaching, learning and training. Suntharalingam Than raj) that "the sports management program is a young and rapidly growing program in schools in Asia and some other countries, as sports management plays an essential role in the lives of the peoples of the world, so people sometimes need sports management to develop their physical, mental, emotional and social capabilities, in order for sports to be Effective on their lives and therefore the creative management in this field must be among the studied scientific foundations for the success of the Physical Education lesson management program.

The researcher agrees with what he said (Ahmed Ismail Hajji. 2000 ^[2] "The teacher's knowledge of the amount of

time and success rate appropriate for the student to participate in the required activity is essential to help him analyze the strengths and weaknesses of the curriculum subject or curriculum activity plan.

The success of the physical education lesson and activities is evidence of the success and follow-up of the creative management of the physical education teacher, which comes through the supervision, follow-up and evaluation of the school administration and the competent supervisor in the educational institution and this is what he referred to (Thibault Lucie & Pedersen M) "The teacher's superiority in his duties is achieving through the results that appear clearly on the students' performance of skills and the implementation of the duties assigned to them by the teacher, which are subject to the evaluation of the principal and specialists".

The practice of sports activities by students must be within a regulated school administration in order to give precise results and outputs for the physical education lesson or sports activities in different institutions, "where the school is considered the best place to exercise in a regular atmosphere and is committed to its activities and programs". Attractive, purposeful and knowledge that helps in the growth of students in all aspects, physical, psychological, mental, emotional and health, through the services it provides.

Supplements

Supplement No. 1: Creative Classroom Management Scale

T	Vertebrae	Always	mostly	Sometimes	Scarcely	Start
Theme one: planning						
1	Schools discourage creativity and innovation.					
2	I take into account the authority given to me by the school administration to make decisions with students.					
3	It is time to consider implementing specific templates for physical education lesson plans in schools.					
4	I find it challenging to prepare a comprehensive and actionable annual lesson plan.					
5	I see schools do not coordinate their ability to set priorities.					
The second axis: the organization						
1	I was challenged to assign tasks and responsibilities while carrying out the central part of my PE lesson plan.					
2	Ensure that there is an organization of work within the school in cooperation with the rest of the teachers					
3	I see that organizing each teacher's weekly schedule and time is not feasible and practical.					
4	I work to implement laws and instructions by determining the type of activities through my experience in classroom management.					
5	I participate in scientific and educational committees and follow up on their implementation throughout the academic year.					
6	I have a problem managing sports and scouting meetings, especially in the field of physical education and student affairs.					
The third axis: communication						
1	I use direct communication with fellow teachers to exchange information within the school.					
2	Adopt direct dialogue with students to solve their problems					
3	I find it challenging to adopt multi-directional communication to provide a suitable atmosphere for creativity in-classroom study.					
4	I see the lack of commitment of students and teachers similar to the culture of modern technology in learning.					
5	Establish effective communication channels with the Department of Sports and School Activities and Specialized Supervision					
Fourth Axis: Decision making						
1	I take too long to make timely decisions					
2	I took into account the authority delegated to me by the school administration in making my decision.					
3	Deal with situations and situations with a holistic view when making a decision.					
4	Listen to the views of the principal and teachers (experienced) before making a decision.					
5	I find it difficult to make accurate and quick decisions, adhere to them, and safely implement them.					
Fifth Axis: Calendar						
1	Adopt objective standards and criteria in evaluating students in the school.					
2	The evaluation criteria for detecting the physical and skill abilities to test students' performance are not applicable.					
3	I consider it necessary to follow up on correcting the implementation paths of educational and educational plans and programs in classroom management.					
4	I think it is necessary to maintain strict confidentiality when evaluating a student's test scores.					
5	I am trying to apply some instructions in the process of evaluating the student skills test.					

Supplement No. 2: Discharge form for the degree of investment of the lesson time for the sample

Preparatory section	Objectives	lessons	Jury evaluation					
			Excellent (9)	Very well (7)	Good (5)	Acceptable (3)	Weak (1)	Degree of (9)
Introduction	Organizational goal	Foot lesson						
		Hand lesson						
		Basket lesson						
General warm-up	Cognitive goal	Foot lesson						
		Hand lesson						
		Basket lesson						
Own warm-up	Behavioural goal	Foot lesson						
		Hand lesson						
		Basket lesson						
The total								

Main section	Objectives	lessons	Jury evaluation					
			Excellent (9)	Very well (7)	Good (5)	Acceptable (3)	Weak (1)	Degree of (9)
Educational part	Organizational goal	Foot lesson						
		Hand lesson						
		Basket lesson						
Application part	Cognitive goal	Foot lesson						
		Hand lesson						
		Basket lesson						
The total								

Final section	Objectives	lessons	Jury evaluation					
			Excellent (9)	Very well (7)	Good (5)	Acceptable (3)	Weak (1)	Degree of (9)
Concluding part	Organizational goal	Foot lesson						
		Hand lesson						
		Basket lesson						
The total								

Conclusions

1. Lesson plans play an influential role in measuring physical education time.
2. Physical education teachers positively perceive creative classroom management in terms of investing lesson time.
3. Teachers have an essential and influential role in organizing, communicating and evaluating terms of investing time in a physical education lesson.

6. Paul TL. Contemporary Sport Management 5th Edition with Web Study Guide. Champaign: Web study guide, 2014.
7. Qatam Y. Education physiology and thinking, Amman: Dar Haneen, 2005.
8. Suntharalingam Than Raj, SJ School Sports Management, Research Gate, 2018.

Recommendations

1. I was paying attention to the physical education lesson plan in terms of diversity and quality.
2. Develop an official curriculum for the physical education lesson and its management.
3. We are evaluating and evaluating the performance of teachers of physical education by specialized supervisors.

References

1. Fathi NI-S. A researcher's guide to writing research in physical education. Baghdad: Baghdad Library, 2004.
2. Hajji AI. Managing the teaching and learning environment-theory and practice in the classroom and school. Cairo: Arab Thought House, 2000.
3. Howley Edward. Exercises Physiology. USA: McGraw higher education, 2001.
4. Hussain H. The behaviour of individuals and groups in a business organization. Amman: Dar Al-Hamid for publishing and distribution, 2020.
5. Mahjoub W. Scientific research and methodology. Baghdad: Dar Al-Kutub for printing and publishing, 2002.