



Identifying Classroom Control Skills in Postgraduate Teaching Staff at The College Of Physical Education and Sports Sciences, University of Baghdad

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Abstract

The research aimed to identify the possession of classroom control skills by instructors at the College of Physical Education and Sports Sciences, University of Baghdad. by developing a classroom control skills scale from the students' perspective. The study sample included 33 students, representing 73.33% of the total number of graduate students at the college. The researcher used the descriptive methodology due to its suitability for the study. The results indicated that instructors possess classroom control skills. The conclusions were as follows: Instructors' adherence to regulations motivated students and enhance self-discipline and commitment to rules, Instructors' ability to manage activities effectively allowed for optimal time management, minimizing idle time that could lead to disruptive behaviors, The main recommendations included: The need to enhance instructors' classroom control skills to ensure a well-disciplined learning environment, Studying the relationship between classroom control skills levels and student learning outcomes.

Keywords: classroom control skills, Postgraduate studies, methods of teaching.

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Introduction

The instructional and educational process for students represents the essential means for attaining academic objectives. The Teacher acts as the direct agent responsible for translating values and ideals into behavioral action that students emulate. Teaching, much like other specialized professions, encompasses a numerous sub-skill, a professional cannot reach a success unless he masters each of these individual skills. Class control refers to regulating student behavior during the teaching process in accordance with established class systems and rules, which eases the flow of the progression with the active participation of all instructional elements. Historically, the concept of classroom control revolved around punishment or intimidation to enforce discipline. Conversely, the modern concept of classroom control is rooted in democratic principles that avoid forcing or stifling students. Instead, it focuses on providing appropriate activities and employing proper methods to enhance motivation and encourage student engagement (Al-Dweik, Adas, Al-Dweik , & Hussein, 2009) .

Researchers have also pointed out that the process of classroom control is highly critical and constitutes a fundamental component of the educational structure. It involves a complex set of behaviors used to cultivate a suitable classroom environment that facilitates effective teaching and learning; thus, discipline and education go hand in hand. Consequently, classroom control is indispensable for executing quality work in the field of education (Adas & Mosleh, 1998) . Furthermore, classroom control serves as a benchmark for the success of educational activities in the academic domain by establishing order within the classroom, forming a central pillar and foundation for the educational process's success and objective achievement. For classroom learning to be successful, it must be regulated by an appropriate educational environment provided by the high performance competence of instructors and their capacity to interact effectively with students. (Al-Harashseh & Khawaldeh, 2009) say that the Classroom control is an essential component of the teacher's role and responsibilities, and it is manifested through the behaviors employed to facilitate the teaching and learning process effectively.

A study by (Haqqar & Saada Muhammed, 2021) highlighted the significance of strengthening classroom control skills among teachers, encouraging the adoption of teaching styles that boost student interaction, and preparing an adequate classroom environment to achieve discipline. Meanwhile, a study by (Al-Taani, 2011) recommended employing modern educational technologies to enhance learning, including educational activities which ranked first in practice, indicating teachers' awareness of their importance in classroom control and attracting classroom interaction.

Similarly, a study by (Dalal & Hamnah, 2014) illustrated the importance of utilizing appropriate control methods and their direct impact on increasing compliance among students. A study by (Fawzi, 2015) concluded that the integration of technology by instructors significantly helped improve their control skills. Furthermore, a study by (Jessup, 1995) proved that a teacher's classroom control skills must be multidimensional-encompassing philosophical knowledge, communication, and positive relationship building and noted that these skills are easily acquired.

The research problem manifests in the absence of a specialized scale for classroom control skills alongside the need to identify these skills among postgraduate faculty members. Moreover,

evaluation from the students' perspective is a crucial measure of an instructor's control skills, emphasizing the student as the primary beneficiary and driver of the instructor's methods and choices. Instructors also face various classroom management challenges that directly influence the learning environment and student performance. In light of this, the study sought to identify classroom control skills among postgraduate faculty members at the College of Physical Education and Sports Sciences from the students' perspective by developing a dedicated measurement scale.

Methodology and research samples

The researcher adopted a descriptive methodology due to its suitability for the research procedures. This approach ensures the provision of adequate data regarding the investigated phenomenon and aids in reaching a scientific explanation for it (Al-Jadri, 2015, p. 219)

The research target population consisted of postgraduate students (Ph.D. and Master's) for the academic year 2024/2025 at the College of Physical Education and Sports Sciences, University of Baghdad, totaling (45) students. The participants comprised postgraduate students at the University of Baghdad, totaling (33) male and female, representing a percentage of (11.38%), distributed as (15) Ph.D. students and (18) Master's students. They were divided as shown in Table (1) as follows:

Table 1. *Details of The Research Sample*

Total sample size	Males	Females	Ph.D	Master's	Pilot study sample	Application sample
45	16	17	15	18	3	33

Scientific Foundations of the Scale

The researcher designed the scale based on proper scientific. The scale's fields totaling (12), were presented to (11) experts. They were requested to evaluate suitability of the presented fields along with their definitions, with the option to delete, combine or modify any domain.

The experts agreed on accepting (6) fields and rejecting (6) fields. The item phrasing relied on the three-alternatives (Likert scale) to simplify the answering process without utilizing too many alternatives. This also reduces ambiguity and response bias found in scales with numerous choices. Furthermore, it is deemed the most appropriate format as it is commonly used to measure general satisfaction and attitudes toward a specific topic (Al-Jarjawi, 2010).

The scale consisted of (41) items. Each item faced three response alternatives: (Applies, Neutral, and Does not apply). The scores were assigned respectively as (3,2,1) the highest score a respondent can obtain is (123) and the lowest score is (41).

Statistical Analysis of the Scale

First: The Extreme Groups Method (Discriminatory Power)

The researcher used the extreme groups method to detect the distinctive items in the scale. This method involves dividing the sample members representing the research population into two

extreme groups. To achieve this, the responses of the sample consisting of (33) students were arranged from highest to lowest. Subsequently, the two extreme groups were determined, with each group representing (27%) a ratio of (0.27) of the construction sample. This resulted in (9) students in the high-scoring group and (9) students in the low-scoring group, while the middle group included (15) students.

The discriminatory power was obtained using the T-test for two independent, uncorrelated samples to find the significance of differences between the arithmetic means of the upper and lower groups. The researcher accepted the items whose significance value was less than (0.05) with a degree of freedom of (16).

Table 2. Discriminatory power of each item in the classroom control scale

Item No.	Lower group		Upper group		Calculated t-value	significance value	Result
	m	sd	m	sd			
1	1.6452	0.48637	3.0000	0.00000	-15.510	0.000	significance
2	1.7419	0.44480	3.0000	0.00000	-15.748	0.000	significance
3	1.6774	0.47519	3.0000	0.00000	-15.497	0.000	significance
4	1.5806	0.50161	3.0000	0.00000	-15.755	0.000	significance
5	1.8065	0.40161	3.0000	0.00000	-16.547	0.000	significance
6	1.8387	0.37388	3.0000	0.00000	-17.294	0.000	significance
7	1.8065	0.40161	3.0000	0.00000	-16.547	0.000	significance
8	1.9032	0.39622	3.0000	0.00000	-15.412	0.000	significance
9	2.0000	0.57735	3.0000	0.00000	-9.644	0.000	significance
10	2.0323	0.48193	3.0000	0.00000	-11.180	0.000	significance
11	2.2903	0.73908	3.0000	0.00000	-5.346	0.000	significance
12	2.1613	0.68784	3.0000	0.00000	-6.789	0.000	significance
13	2.1935	0.60107	3.0000	0.00000	-7.470	0.000	significance
14	2.2258	0.56034	3.0000	0.00000	-7.693	0.000	significance
15	1.9032	0.30054	3.0000	0.00000	-20.319	0.000	significance
16	2.0323	0.48193	3.0000	0.00000	-11.180	0.000	significance
17	2.2581	0.63075	3.0000	0.00000	-6.549	0.000	significance
18	2.2258	0.56034	3.0000	0.00000	-7.693	0.000	significance
19	2.1935	0.54279	3.0000	0.00000	-8.272	0.000	significance
20	2.0000	0.44721	3.0000	0.00000	-12.450	0.000	significance
21	2.0323	0.40693	3.0000	0.00000	-13.241	0.000	significance
22	1.6452	0.48637	3.0000	0.00000	-15.510	0.000	significance
23	1.8065	0.40161	3.0000	0.00000	-16.547	0.000	significance
24	1.8710	0.34078	3.0000	0.00000	-18.447	0.000	significance
25	1.9355	0.57361	3.0000	0.00000	-10.333	0.000	significance
26	2.0323	0.60464	3.0000	0.00000	-8.911	0.000	significance
27	1.7097	0.46141	3.0000	0.00000	-15.570	0.000	significance
28	2.0000	0.51640	3.0000	0.00000	-10.782	0.000	significance
29	2.2258	0.49730	3.0000	0.00000	-8.668	0.000	significance
30	2.1613	0.37388	3.0000	0.00000	-12.490	0.000	significance
31	1.9032	0.30054	3.0000	0.00000	-20.319	0.000	significance
32	1.8710	0.34078	3.0000	0.00000	-18.447	0.000	significance
33	2.0000	0.44721	3.0000	0.00000	-12.450	0.000	significance

34	1.7097	0.46141	3.0000	0.00000	-15.570	0.000	significance
35	1.7742	0.42502	3.0000	0.00000	-16.058	0.000	significance
36	1.9677	0.54674	3.0000	0.00000	-10.512	0.000	significance
37	1.7742	0.42502	3.0000	0.00000	-16.058	0.000	significance
38	1.7742	0.42502	3.0000	0.00000	-16.058	0.000	significance
39	1.6774	0.47519	3.0000	0.00000	-15.497	0.000	significance
40	1.9032	0.39622	3.0000	0.00000	-15.412	0.000	significance
41	2.0323	0.54674	3.0000	0.00000	-9.855	0.000	significance
42	1.8387	0.37388	3.0000	0.00000	-17.294	0.000	significance
43	1.7097	0.46141	3.0000	0.00000	-15.570	0.000	significance
44	2.4839	0.67680	3.0000	0.00000	-4.246	0.000	significance
45	1.6452	0.48637	3.0000	0.00000	-15.510	0.000	significance
46	2.0968	0.59749	3.0000	0.00000	-8.417	0.000	significance
47	1.9355	0.24973	3.0000	0.00000	-23.733	0.000	significance
48	1.7742	0.42502	3.0000	0.00000	-16.058	0.000	significance
49	2.1613	0.58291	3.0000	0.00000	-8.011	0.000	significance
50	1.8065	0.40161	3.0000	0.00000	-16.547	0.000	significance

The significance value is statistically significant if it is > 0.05 with 16 degrees of freedom. It is found that all items of the scale are statistically significant at the 0.05 significance level.

Second: Internal Consistency Coefficient

The internal consistency coefficient is used to determine the homogeneity of the items in measuring the phenomenon and their ability to highlight the correlation between the scale's items (Amer & Ayman, 2016). The researcher utilized three types of internal consistency:

A- Correlation of Item Degree with the Overall Score

This process aims to find the homogeneity relation between each individual item and the total score of the scale. The main goal of this procedure is to determine whether the responses to the items are consistent and logically interrelated with the behavioral tendencies or personality traits assumed by the scores. Furthermore, the correlation of the item score with the overall score of the scale signifies that the item accurately reflects the concept or trait intended to be measured. This is because the item-total correlation serves as a clear indicator that the item indeed measures the specific behavioral dimension that the scale is designed to evaluate.

Table 3. *Correlation of Item Degree with the Overall Score*

Item No.	Pearson correlation coefficient	significant	Result	Item No.	Pearson correlation coefficient	significant	Result
1	0.650**	0.000	significance	26	0.528**	0.000	significance
2	0.747**	0.000	significance	27	0.553**	0.000	significance
3	0.743**	0.000	significance	28	0.587**	0.000	significance
4	0.644**	0.000	significance	29	0.572**	0.000	significance

5	0.571**	0.000	significance	30	0.645**	0.000	significance
6	0.569**	0.000	significance	31	0.560**	0.000	significance
7	0.596**	0.000	significance	32	0.556**	0.000	significance
8	0.589**	0.000	significance	33	0.529**	0.000	significance
9	0.576**	0.000	significance	34	0.612**	0.000	significance
10	0.723**	0.000	significance	35	0.629**	0.000	significance
11	0.587**	0.000	significance	36	0.558**	0.000	significance
12	0.561**	0.000	significance	37	0.684**	0.000	significance
13	0.706**	0.000	significance	38	0.656**	0.000	significance
14	0.627**	0.000	significance	39	0.591**	0.000	significance
15	0.671**	0.000	significance	40	0.567**	0.000	significance
16	0.585**	0.000	significance	41	0.621**	0.000	significance
17	0.532**	0.000	significance	42	0.681**	0.000	significance
18	0.611**	0.000	significance	43	0.652**	0.000	significance
19	0.630**	0.000	significance	44	0.574**	0.000	significance
20	0.650**	0.000	significance	45	0.566**	0.000	significance
21	0.543**	0.000	significance	46	0.638**	0.000	significance
22	0.584**	0.000	significance	47	0.641**	0.000	significance
23	0.659**	0.000	significance	48	0.590**	0.000	significance
24	0.617**	0.000	significance	49	0.717**	0.000	significance
25	0.631**	0.000	significance	50	0.588**	0.000	significance

The significance value is statistically significant if it is > 0.05

The factor analytical aims to study phenomena and extract factors that have been influenced by analyzing multiple data whose components correlate with each other in varying degrees in an independent descriptive form based on qualitative foundations for classification. (Hani, 2018) Factor analysis is "a statistical method that aims to interpret positive correlation matrices that have statistical significance between different variables included in the analysis" (Thaer, 2015). After factor analytical procedures and analyzing the outcomes of the Classroom Control Skills Scale, the researcher reached a final version consisting of (41) items. This final set represents a percentage of (82%) of the total items initially subjected to factor analysis, which originally numbered (50) items, as clearly illustrated in Table (4).

Table 4. The item numbering and sequence within each factor, as well as their factor loadings

Factor (1)		Factor (2)		Factor (3)		Factor (4)		Factor (5)		Factor (6)	
item	loadings	item	loadings	item	loadings	item	loadings	item	loadings	item	loadings
2	0.609	1	0.503	33	0.622	11	0.738	35	0.578	7	0.528
6	0.537	4	0.545	34	0.656	18	0.669	36	0.587	8	0.685
13	0.572	22	0.668	37	0.617	21	0.513	43	0.545	9	0.724
14	0.552	23	0.670	38	0.588	29	0.587	47	0.689	17	0.510
15	0.601	24	0.611	39	0.530	44	0.622	48	0.570	20	0.565
16	0.541	27	0.615	41	0.580	46	0.569	50	0.701		
25	0.552	28	0.514			49	0.505				
26	0.580										
30	0.538										

Results

Table 5. *The statistical data for the classroom control skills scale*

Result	statistical data
105.9824	Mean
112.0000	Median
15.88326	Std. Deviation
-0.771	Skewness
0.186	Std. Error of Skewness
63.00	Minimum
123.00	Maximum

Table 6. *Descriptive statistics of the classroom control skill scale*

Scale	Arithmetic Mean	Standard Deviation	Mean difference	t-value	p-value
classroom control skill	105.982	15.883	23.982	19.687	0.000
	hypothetical mean		82		

The data in the table (6) shows that the calculated arithmetic mean value reached (105.9824), is greater than the hypothetical mean value (82), with a statistical significance level of (0.00). This confirms the existence of statistically significant differences in favor of the calculated arithmetic mean. Consequently, this proves that the instructors possess classroom control skills

The researcher attributes this result to the instructors' possession of skills that enable them to introduce creative approaches to break routine, eliminate boredom, and establish new activities. These practices help provide an enjoyable and productive engaging learning atmosphere that enhances students' thinking capabilities and intellectual skills This view is supported by (Ali , 2005), who stated that classroom control comprises the skills and competencies that instructors use to organize classroom activities. Additionally, the clear communication of expectations and goals by the instructors grants students greater freedom of expression and participation. This is further reinforced by effective communication and the solid relationships established with the students. Moreover, reaching a mutual agreement with students reduces their stress or lowers tension levels and assists in maintaining control over classroom activities. The instructor's compliance with rules also fosters commitment among the students themselves, as they view the instructor as an exemplar to emulate. At times, this requires the instructor to be firm in enforcing guidelines and maintain authority without negotiation, which ultimately enhances a stable learning



environment. In this context, (Zain El-Din, 2018) noted that the primary pursuit of any instructor is to find ways to regulate student behavior and provide an appropriate educational atmosphere that motivates them to engage in various activities.

The results indicated that instructors relatively succeed in motivating students, sparking their enthusiasm, and drawing their attention to the learning material. They also succeed in inspiring students, encouraging their active participation, addressing their inquiries, and fostering a love for collaborative learning. This goes hand in hand with the instructors' compliance with guidelines and rules, which motivates students to model the same behaviors. This finding aligns with (Marzano, 2007), who asserted that an instructor's implementation of classroom systems helps students develop self-regulation skills

Conclusions

1. The instructors' adherence to rules motivated students and boosted their self-motivation for discipline and rule compliance.
2. The instructors' possession of full understanding of the teaching content helped them manage all queries that might cross students' minds. This reduced the resulting minimized confusion that could potentially cause classroom disruptions.
3. The instructor's capability in managing activities enabled efficient time management, which in turn minimized free time that often leads to disruptive actions.

Recommendations

1. Enhancing classroom control skills among instructors to maintain a disciplined learning environment.
2. Focusing on integrating technology into education within teacher training curricula at colleges of education.
3. Investigating the relationship between classroom control skill levels and students' academic outcomes.
4. Searching for other variables that might influence classroom control skills, such as student numbers.
5. Conducting a comparative study to demonstrate the impact of classroom control skills in public versus private colleges.
6. Carrying out similar studies on the current research variables from the perspective of the instructors themselves or educational supervisors.

Appendices



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Appendix 1. *the classroom control skills in its final form*

No.	Consensus and expectation	Applies	Neutral	Doesn't apply
1	The instructor's educational goals are precise, clear, and consistently comprehensible.			
2	The instructional mechanisms align with the students' diverse needs and individual differences.			
3	Grading and assessments are conducted fairly, accurately reflecting students' actual performance levels.			
4	The instructor provides equal opportunities for students to engage and interact in the lecture hall.			
5	The instructor emphasizes authentic experiences that integrate concepts clearly.			
6	The instructor gives individualized evaluations to each student to foster their performance.			
	modeling	Applies	Neutral	Doesn't apply
7	The instructor exemplifies moral behavior and principles.			
8	The instructor treats students with fairness and professional integrity.			
9	The instructor simulates the qualities they want students to embody, such as commitment to time.			
10	The instructor fosters a spirit of collaboration and harmony among students.			
11	The instructor's commitment to regulations encourages students to compliance with them.			
12	The instructor is considered an example in their desire for exploration and knowledge.			
13	The instructor motivates the adoption of positive behavior through sharing personal experiences.			
	Commitment and assertiveness	Applies	Neutral	Doesn't apply
14	The instructor ensures they arrive on time for scheduled lecture.			
15	The instructor commits to finishing all their duties as soon as possible.			
16	The instructor adheres to professional standards when interacting with students.			
17	The instructor tends to be firm regarding rules and regulations.			
18	The instructor tends to stay away from discrimination among students.			
19	The instructor makes decisive decisions when necessary while maintaining respect for students.			
20	The instructor effectively balances between following regulations and firmness in applying them.			
21	The instructor possesses the ability to impose control without affecting students' freedom.			
	Activity leadership	Applies	Neutral	Doesn't apply



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- 22 The instructor considers available capabilities to organize classroom activities.
- 23 Organized activities are characterized by variety and renewal.
- 24 The instructor possesses high skill in organizing activities which all students participate.
- 25 The instructor's high capabilities enable them to lead the activity effectively.
- 26 The instructor possesses high flexibility in dealing with unexpected problems that disrupt the activity..
- 27 The instructor gives feedback and directives to participating students based on their performance.

Inspiration and motivation

Applies

Neutral

Doesn't apply

- 28 The instructor is an inspiring personality who motivates you to seeking your goals.
- 29 The instructor mentions inspiring experiences and stories to enhance creative mind abilities.
- 30 The instructor is considered passionate about the specialization they teach.
- 31 The instructor possesses necessary skill to engage you in activities and events.
- 32 The instructor tends to use different reinforcement methods such as rewards and verbal praise.
- 33 The instructor helps students to cross difficulties they face through psychological support.

Relationship building

Applies

Neutral

Doesn't apply

- 34 The instructor seeks to build a motivating supportive relationship with students.
- 35 The instructor provides time to talk with students to understand their desires and needs.
- 36 Understanding between you and the instructor helps you progress in your study.
- 37 The instructor's active listening builds and encourages exchange of opinions
- 38 The instructor is characterized by smoothness in dealing with students and colleagues.
- 39 The instructor shows appreciation for the different cultures of students.
- 40 The instructor enhances mutual respect among students.
- 41 The instructor possesses high listening skills.



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