



Classroom control Patterns and its relation to the five major factors of the personality of sports education teachers in Babil governorate

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Abstract:

The problem of the research lies in questions like, is there a disparity in the level of classroom control for teachers of physical education? is the level of classroom control differed by the difference in the five major factors of personality? Are there gender differences between the patterns of classroom control according to the five major factors of the personality? Is there a relationship between the patterns of classroom control and the five major factors of the personality of the physical education teachers? The objectives of the research are to construct and codify the scale of the patterns of classroom control and to prepare and apply the scale of the five major factors of the personality as well as the extraction of the standards and levels for the scale of class control patterns. The research sample includes male and female teachers of physical education to identify the differences in patterns of classroom control between male and female teachers. The study came up with some conclusions and recommendations.

Keywords: prepare, regulate, classroom control patterns, five major factors, personality.



1-Research Background:

The Introduction and importance of research:

The school is one of the most important institutions of the Ministry of Education in which the student's personality is formed, his ethics are refined, and knowledge which will be his weapon in the future is learned. It is the cornerstone through which the student reaches his goals and it provides him with all means of success according to the rules and regulations. One of the most important components of the school environment is the classroom. Its management is both an important and difficult task. It is an important part of the work of the teachers of physical education. The physical education teacher is the main supervisor of the classroom and is directly responsible for the implementation of the educational process.

The classroom control is one of the bases upon which to achieve the educational objectives of the educational process and its success, and its role is not only to raise the level of academic achievement for students, but also to contribute to their moral and social development, so the control is an educational process that requires control of behavior, passions and emotion under the leadership in order to achieve a specific goal, it is considered a psychological and social needs which the educational process seeks to develop it for students (Saida Rajouh, 2014, 6).

One of the models that described the personality is the model of the five major factors of the personality, which contains five dimensions through which the difference in personality is explained based on each prevalent dimension among the teachers of physical education, and it gives us a description of individual differences among teachers.

The importance of this research is to identify the patterns of classroom control practiced by teachers of physical education, the five major factors of the prevalent personality, and the relationship between the patterns of classroom control and the five major factors of the personality of the physical education teachers.



1-1-The Research problem:

One of the basics of the work of physical education teachers is the classroom control as it is a very important process and a standard for the success of educational activities provided to students, as well as the prevalent personality characteristics of teachers, which is the standard of their behavior with the students. This has prompted the researcher to the following questions:

Is there a disparity in the level of classroom control for teachers of physical education? Is the level of classroom control differed by the difference in the five major factors of personality? Are there gender differences between the patterns of classroom control according to the five major factors of the personality? Is there a relationship between the patterns of classroom control and the five major factors of the personality of the physical education teachers?

1-2-The Research objectives:

1. To construct and codify the scale of the patterns of classroom control for physical education teachers in Babil Governorate.
2. To prepare and apply the scale of the five major factors of the personality for the physical education teachers in Babil Governorate.
3. The extraction of the standards and levels for the scale of class control patterns of physical education teachers in Babil Governorate.
4. To identify the level of the classroom control patterns for physical education teachers in Babil Governorate.
5. To identify the relationship between the classroom control patterns and the five major factors of the personality for physical education teachers in Babil Governorate.
6. To identify the gender differences between the classroom control patterns for physical education teachers in Babil Governorate.



1-3-The Research fields:

1-3-1-Human Field: Teachers of physical Education in Babil Governorate.

1-3-2-Time range: the period from 15/3/2018 to 3/11/2018.

1-3-3-Spatial field: Intermediate and Preparatory Schools in Babil Governorate.

2-The Research Methodology and field procedure:

2-1-The Research Methodology:

The researcher used the descriptive approach in the method of survey studies. The standard studies are suited to the process of building and codifying standards which corresponds to the nature of the current study.

2-2-The research Community and Sample:

The research community and its sample of physical education teachers in Babil Governorate have been identified. Their number was (759) of which (582) were male teachers and (177) were female teachers. The size of the research samples was (455) representing a percentage of (59.94). The sample of reconnaissance was (30) teachers, construction sample was (190) teachers, codifying sample was (190) teachers while the number of the application sample was (200) teachers.

2-3-The research tools and used equipment:

The current research tools include: 1- Sources and references 2- Questionnaire form 3- Laptop.

2-4-the Field research procedures:

2-4-1-Characterization of the five major factors scale for personality:

The researcher has used the scale of the five major factors for personality (Atta Ahmed Ali, 2011) which was prepared by Costa and Macri (1992) and a'raba Mohammed Bader Al-Ansari (1997) and the scale contains (60) articles representing (5) sub-dimensions, each dimension consists of (12) positive and negative articles, as shown below:

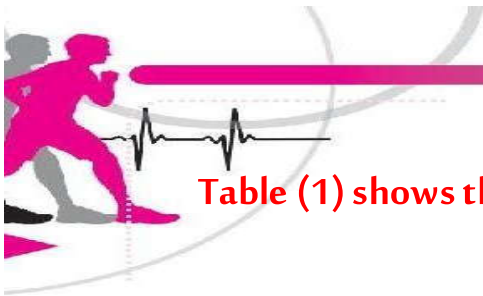


Table (1) shows the five major factor scale articles for personality according to dimensions

The dimension	The Positive articles		The negative articles	
	the articles	Total	the articles	Total
Neurosis	6,11,21,26,36,41,51,59	8	1,16,31,26	4
Extraversion	2,7,17,22,32,37,47,52	8	12,27,42,57	4
Openness to experience	13,28,43,53,58	4	23,33,38,48,3,8,18	7
Acceptability	4,19,34,49	4	9,14,24,29,39,44,54,59	8
Conscientiousness	60,50,40,35,25,20,10,5	8	15,30,45,55	4
		33		27

The correction key was according to the 5-Likert scale, where the tester obtains the following answers when responding the articles of the scale as shown below:

Table (2) shows the degree of response on the scale of the five major factors for personality

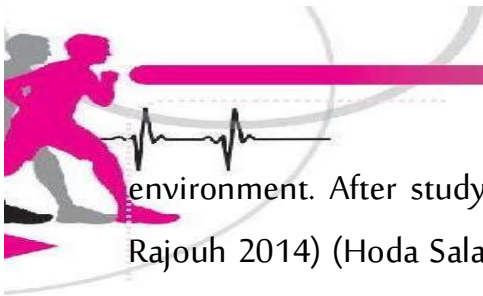
the articles	Strongly Agree	Agree	I have no opinion	Disagree	Strongly Disagree
The Positive	5	4	3	2	1
The negative	1	2	3	4	5

2-4-1-1-Determining the validity of the five major factor scale articles for personality:

The researcher presented the (60) articles of the scale to (7) experts and specialists. The researcher used the test (Ka-2) to identify the valid and invalid articles. The results showed the validity of all articles where the calculated (Ka-2) value of (7) was greater than the tabular value (3.84) with (0.05) significance level and (1) degree of freedom. The experts agreed to keep the answer alternatives as mentioned above (Safwat Farag: 1996, 492).

2-4-2-Procedures for controlling the scale of the patterns of classroom control:

For the purpose of achieving the objectives, there must be a tool to measure the patterns of classroom control based on scientific bases and appropriate to the Iraqi



environment. After studying the relevant researches and scales like studying (Saida Rajouh 2014) (Hoda Salam 2015) (Halima bu hamla 2015) (Nawaf Faleh al Shamari 2013) (Halima Attia Hassan 2016) (Ghassan Hussein al-Helou 2001) (Reem Selimon 2016) (Reem Selimon 2017) (Mohammad al-Harhasha and Salem al-Khawalah 2009) (Ahmed bin Fayaa 2006) (Kamal Hassan Mustafa 2010) (Rima Mohammed al-Moddi 2015) (Yousef Bekrou and Mekki Hamou 2015) (Noura Saeed and Khawla Tahseen 2014), the researcher has taken the following steps:

2-4-2-1-Define the Objective and purpose of the scale:

The aim is to construction and codify the scale of classroom control patterns and its purpose is to identify the prevalent classroom control pattern of the research community represented by physical education teachers in Babil Governorate.

2-4-2-2-Steps of constructing the Scale:

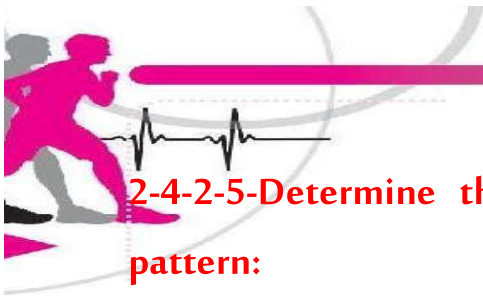
A good test should be prepared to include the whole curriculum in a balanced manner. The Steps of constructing the Scale are:

2-4-2-3-Determine the fields of scale:

Seven dimensions were presented to experts and specialists showing the validity of the dimensions (patterns) of the democratic, chaotic, punitive and authoritarian. The dimensions (patterns) of (preventive, therapeutic, reprehensive) were excluded because the calculated ($Ka-2$) values are less than the tabular value (3.84) which was below the significance level (0.05) and degree of freedom (1).

2-4-2-4-Determining the method of forming the article of the scale of classroom control pattern and their bases:

The researcher used the Likert method to prepare the scale for physical education teachers, where 70 articles were divided on (democratic 22), (chaotic 18), (punitive 15) and (authoritarian 15).



2-4-2-5-Determine the validity of articles of the classroom control pattern:

After the preparation of articles of the scale in the initial form of (70) article was presented to (5) experts to determine its validity. (19 article) were accepted from the first dimension, (13 article) from the second dimension, (12 article) from the third dimension and (13 article) from the fourth dimension. Therefore, the articles of the scale (57) were ready for application in the exploratory experiment.

2-4-2-6-Set the instruction of the classroom control pattern scale:

The writing of instructions usually illustrates the idea of a test, its time and how to answer it.

2-5-Conduct the experiment of the scale:

After finishing the preparation and compilation of the scales, we start with the main step which is to experiment the scale and it consists of:

2-5-1-The Exploratory experiment:

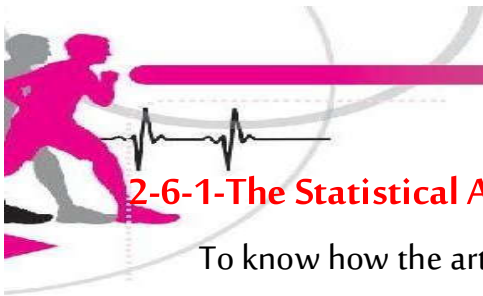
The researcher conducted his exploratory experiment on 29/3/2018 on a sample of (30) teachers representing (3.95%). They were randomly selected from the research community, and the time taken to perform the test was set at (9) minutes.

2-5-2-The main experiment:

The researcher began his main experiment on the construction sample of (190) teachers, to analyze his articles statistically during the period between (15/4 to 7/5/2018). The researcher then collected the data and arranged it in tables in preparation for statistical analysis.

2-6-Scale correction:

Total scores were extracted and ranged between (118- 201) with arithmetic median (164.86) and standard deviation (23.80).



2-6-1-The Statistical Analysis to the articles of Scale :

To know how the articles' discriminatory capability, the researcher has undergone the following methods:

2-6-1-1-Extraction of the coefficient of discrimination:

To extract it the researcher has undergone the following steps:

2-6-1-1-1-Two terminal groups:

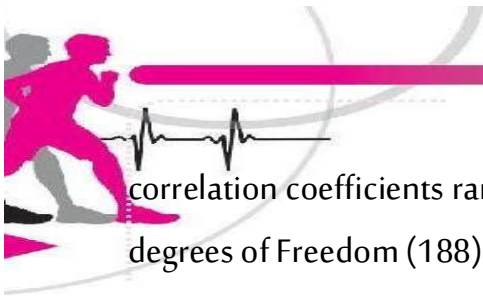
The total grades have been divided into maximum and minimum. each part includes (27%) of the number of these grades and the same (51 teachers) of the construction sample (190), the (12) articles (1, 5, 6, 8, 11, 16) were excluded from the first dimension and articles (6, 9) of the second dimension and articles (4, 11) of the third dimension and articles (8, 10) of the fourth dimension because of their inability to discriminate, as the values of the significance level were greater than (0.05), while the rest of the articles were distinct at a level of significance (0.05) and degrees of Freedom (100), where the arithmetic median ranged between (3.12 – 1.19) and the standard deviation between (0.82 – 0.15) for the minimum group, the maximum group was the arithmetic median between (5.00 – 4.17) and the standard deviation between (0.85 – 0.09) and the value (t) between (11.67 – 4.97), so that the articles of the scale consisted of (45) article.

2-6-2-The Scientific indicators of the scale:

The researcher used here the Face validity and was determined by adopting the opinions of experts and specialists as well as using Chi-Square test² to determine the validity of the articles. The validity of the internal consistency was achieved through the following:

2-6-2-1-The Coefficient of correlation between the degree of the article and the total degree of the scale:

The simple correlation coefficient of Pearson was used between the degree of the article and the total degree of scale, and all the articles were significant as their



correlation coefficients ranged between (0.32-0.61) at a level of significance (0.05) and degrees of Freedom (188).

2-6-2-2-The Stability of the scale:

To verify the stability of the Classroom control patterns, the researcher used the following:

2-6-2-2-1-Half reliability and Cronbach's Alpha method:

This method is based on dividing the scale after applying it to two equal parts and calculating the correlation between them. The articles of the scale are divided into single and double articles. The researcher used the (F) variance test to verify the homogeneity of the two halves and its calculated value (0.79) is smaller than its tabular value of (1.97) at degree of freedom (189-189) and the level of significance (0.05). The correlation between the two parts was (0.77), this value shows stability for half of the test and then (the Spearman -Brown) equation was used to find the test stability coefficient as a whole, which was (0.87). the stability coefficient of Cronbach's Alpha method was (0.89).

2-7-Codifying of the scale of classroom control patterns:

2-7-1-The scale experiment:

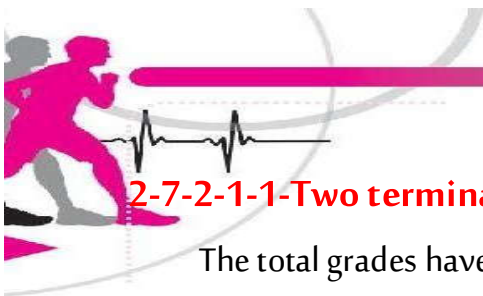
The experiment was conducted on the codifying sample of (190) teachers on (2/6/2018). The forms were collected after the questions were answered and the data were examined for statistical analysis.

2-7-2-The Statistical analysis of scale articles:

The researcher has followed the following methods:

2-7-2-1-Extraction of the coefficient of distinction:

To extract it, the researcher followed these steps:



2-7-2-1-1-Two terminal groups:

The total grades have been divided into a maximum and minimum parts; each part includes (51 teachers). It was found that all the articles to be distinctive at a level of significance (0.05) and degree of freedom (100).

2-7-3-The objectivism:

The objectivity of the correction was confirmed by using the correction key of the scale.

By this, the first and second research objectives were achieved which are:

- Construct and codify the scale of classroom control patterns for teachers of physical education.
- Prepare the scale of the five major factors of the personality for the teachers of physical education.

2-8-Derivation of the criteria for the scale of classroom control patterns for teachers of physical education:

The researcher extracted the modified T- scores standard for the codification sample. Their scores ranged between (118-201), the arithmetic median was (164.86), their standard deviation equals (23.80), and the standard grades ranged between (30-65). By this we have achieved the **third research objective** which is (The derivation of standards for the scale of classroom control patterns for teachers of physical Education in Babil Governorate).

2-9-The Final Application:

The scale of the classroom control patterns has been applied. It consists of (45) article. The scale of the five major factors of the personality consisting of (60) article on the application sample (200) Teachers on (25/6/2018), representing (26.35%) of teachers of physical education in Babil Governorate.



2-10-The Statistical method:

The researcher used the statistical Pouch of Social Sciences (SPSS) to process the data.

3-Presentation, analysis and discussion of results:

The five major factor scales and the classroom control patterns have been applied to the application sample of (200) teachers representing a percentage of (26.35%). When the data were processed statistically, the number of male and female teachers who were categorized by the five major factors of the personality was determined. The number of democratic pattern male teachers was (55) and female teachers was (27). The number of punitive pattern male teachers was (20) and female teachers was (3), whereas the number of the authoritarian pattern male teachers was (22) and female teachers was (7). The number of the chaotic pattern male teachers was (53) and the number of female teachers was (13). On the scale of the five major factors of the personality. There were (51) male teachers on the neurosis factor and (5) female teachers. There were (20) male teachers and (10) female teachers on the extraversion factor and the openness to experience there were (21) male teachers and (7) female teachers. There were (15) male teachers and (17) female teachers on the conscientiousness factor, and there were (43) male teachers and (11) female teachers on the vigilant conscience factor. By this we have achieved the **second research objective** which is (the preparation and application of the scale of the five major factors of the personality of the teachers of sports Education in Babil Governorate).

3-1-Display the results of the classroom control patterns scale:

In order to diagnose the level of the classroom control patterns of the research community, we will show you the statistical description of the scale of classroom control patterns according to the five major factors of the personality.

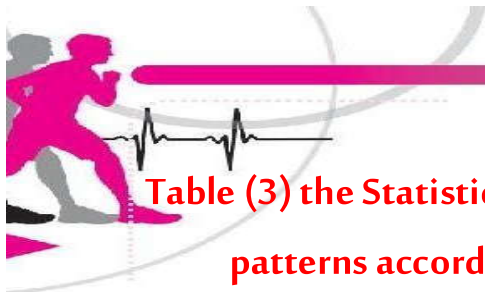


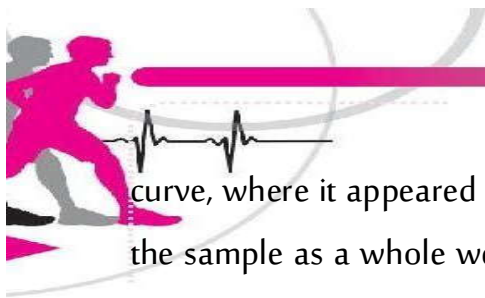
Table (3) the Statistical description of the scale of the classroom control patterns according to the five major factors of the personality

The patterns	Total number	Number of articles	The hypothetical median	Minimum value	Maximum value	Arithmetic median	Standard deviation	Standard error	skewness
Female Teachers									
Democratic	27	13	48.00	37.00	59.00	47.41	6.53	0.26	0.45
Punitive	3	11	35.00	33.00	37.00	34.67	2.08	0.20	0.23
Authoritarian	7	10	34.00	31.00	37.00	35.43	2.44	0.92	0.79
chaotic	13	11	43.50	40.00	47.00	43.77	2.13	0.59	0.62
Total	50	45	192.50	166.00	219.00	185.12	9.19	0.73	0.87
Male Teachers									
Democratic	55	13	35.50	23.00	48.00	40.29	4.95	0.67	0.32
Punitive	20	11	44.50	34.00	55.00	42.35	5.72	0.28	0.51
Authoritarian	22	10	45.00	40.00	50.00	44.36	2.90	0.62	0.49
chaotic	53	11	38.50	30.00	47.00	38.08	4.50	0.62	0.33
Total	150	45	152.00	138.00	166.00	152.17	8.14	0.66	0.08
The Total Scale									
Democratic	82	13	41.00	23.00	59.00	42.63	6.43	0.71	0.27
Punitive	23	11	44.00	33.00	55.00	41.34	5.97	0.25	0.48
Authoritarian	29	10	40.50	31.00	50.00	42.20	4.77	0.89	0.43
chaotic	66	11	43.50	30.00	47.00	39.20	4.72	0.58	0.30
Total	200	45	178.50	138.00	219.00	160.41	11.43	1.23	0.79

It appears that the arithmetic median hypothesis of the scale of the classroom control patterns which were extracted from the achieved degree and its value (178.50) is the largest achieved arithmetic median which was (160.41). The arithmetic median achieved for the teachers (152.17) is greater than the hypothetical median of (152.00) and is not Influential. We also see that the arithmetic median of female teachers is equal to (185.12) and is smaller than the hypothetical median which was (192.50).

3-2-Normative Levels of the Classroom control Patterns Scale:

Three normative levels were determined. both levels are good and weak (15.73%) The average level reached a rate of (68.27%) Of the area under the normal distribution



curve, where it appeared to us that the level of teachers is average but the misses and the sample as a whole were weak, representing (38.67%) For teachers and (54%) For misses and (73%) For the sample as a whole of the research community as shown in the below:

Table (4) shows the standard levels and percentage of the test of the classroom control patterns

The scale of the classroom control patterns	Sample number	Weak 15.73%		Average 68.27%		Good 15.73%	
		Number	%	Number	%	Number	%
Females	Categories	166 -183		184 – 201		202 – 219	
	50	27	54	15	30	8	16
Males	Categories	138-147		148-157		158-176	
	150	45	30	58	38.67	47	31.33
The sample as a whole	Categories	138-165		166-193		194-221	
	200	146	73	42	21	12	6

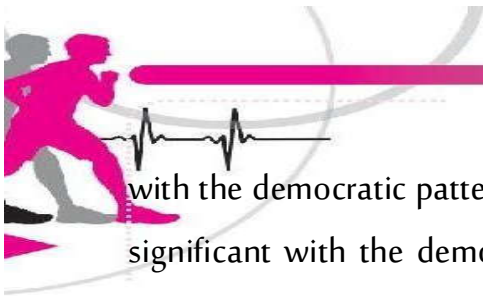
3-3-The relationship between the classroom control patterns and the five major factors of personality:

The researcher used the simple correlation coefficient (Pearson) and the results were as follows:

Table (5) shows the correlational relationships between the classroom control patterns and the five major factors of personality

the classroom control patterns Personal factors	The Democratic	The punitive	The authoritarian	The chaotic
Neurosis	0.06	0.63	0.51	0.11
Extraversion	0.45	0.09	0.12	0.13
Openness to experience	0.10	0.13	0.08	0.05
Acceptability	0.57	0.10	0.11	0.14
Conscientiousness	0.12	0.54	0.49	0.07

As shown above, it is found that the relationship between the Neurosis, the punitive and authoritarian pattern is statistically significant as well as the extraversion



with the democratic pattern is statistically significant, the acceptability was a statistical significant with the democratic pattern while the conscientiousness was a statistical significant with the punitive and authoritarian pattern because the value of Sig was less than significant level (0.05).

3-4-Identify the differences in the level of classroom control patterns for teachers of sports Education:

To find out the real differences in the classroom control patterns for physical education teachers, we highlight what is stated below:

Table (7) shows the median, normative deviations and the value of (t) for the classroom control patterns of physical education teachers

The patterns	Female Teachers		Male Teachers		T Value	Sig	The Statistical significance
	Arithmetic median	Normative deviation	Arithmetic median	Normative deviation			
The Democratic	47.41	6.53	40.29	4.95	5.50	0.000	Significant for Females
The punitive	34.67	2.08	42.35	5.72	2.26	0.034	Significant for Males
The authoritarian	35.43	2.44	44.36	2.90	7.33	0.000	Significant for Males
The chaotic	43.77	2.13	38.08	4.50	4.42	0.000	Significant for Females
Total	152.17	8.14	185.12	14.19	20.21	0.000	Significant

The results obtained from the (T) of two independent samples showed significant differences. To illustrate, we show that the calculated value of (Sig) was between (0.034 - 0.000) and is below the level of significance (0.05), the differences emerged for female teachers in the democratic and chaotic pattern. While the differences emerged for male teachers favor in the punitive and authoritarian patterns.

3-5-The differences in the fields of the scale of the class control patterns of physical education teachers:

To find out the differences in classroom control patterns among physical education teachers, we highlight what is stated below.

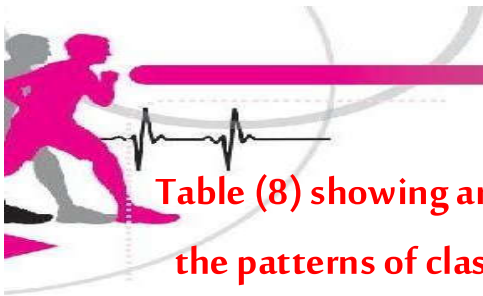


Table (8) showing arithmetic median and sample number according to the patterns of classroom control of the physical education teachers

The patterns	Sample number	The arithmetic median	The Standard deviation	Standard error
The Democratic	82	42.63	6.43	0.71
The punitive	23	41.35	5.97	0.25
The authoritarian	29	42.21	4.77	0.89
The chaotic	66	39.20	4.72	0.58

In order to identify the differences between the classroom control patterns, the researcher used the mono-variance analysis. The value of (F) showed that there are statistically significant differences as the value of the significance level is less than (0.05) as shown below.

Table (9) shows the results of the variance analysis according to the classroom control patterns of the physical education teachers

source of variance	Sum of squares	The degree of freedom	The average of the squares	F	Sig
Between groups	461.74	3	153.91	4.85	.003
Within groups	6215.44	196	31.71		
Total	6677.18	199			

In order to determine the priority of differences , the researcher used (L.S.D) as it showed the difference between the arithmetic median of the classroom control patterns. It was found that there were significant differences at the level of significance of (0.05) and degrees of freedom (3 196) among the variables and in favor of the democratic and punitive pattern, as shown below.

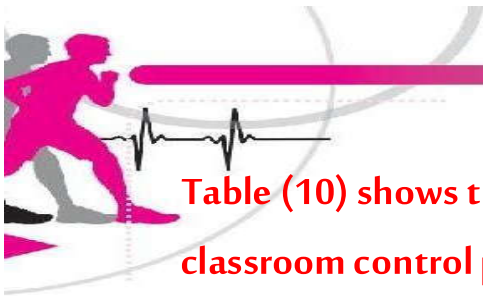
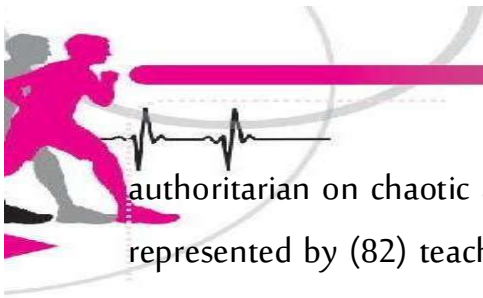


Table (10) shows the differences between arithmetic median of the classroom control patterns of the research sample with the value of (L.S.D)

S	The variables	the difference between the arithmetical median	Sig	The statistical significance
1	democratic × punitive	1.29	0.334	random
2	democratic × authoritarian	0.43	0.726	random
3	democratic × chaotic	3.44*	0.000	Significant in favor of the democratic
4	Punitive × authoritarian	0.86	0.585	random
5	Punitive × chaotic	2.15	0.116	random
6	Punitive × chaotic	3.01*	0.017	Significant in favor of the authoritarian

3-6-Discussion of results:

After the standard levels of the scale have been extracted, the level of classroom control for the research sample as a whole was (weak) at (73%). As for the female teachers, the level is also weak at (54%) The male teachers were at an average level of (38.67) and this is a good indicator of their classroom control, especially as we know that this result may be due to the environment that provides male teachers with a degree of control over the students and that their abilities are suitable for the work of controlling the classroom. As for the differences between male and female teachers, the significant for female teachers in the democratic and chaotic pattern was higher and the reason for this result that female teachers are mothers before everything, they are dealing with their emotions and they are not cruel with the students regardless of their gender, As for male teachers, they have the advantage in the punitive and authoritarian pattern, as mister is hard on students when they violate the rules and regulations. As for the differences in the fields of classroom control patterns, it was found that differences are random except the preference of the democratic pattern on chaotic, and



authoritarian on chaotic also, The democratic pattern was the best pattern, as it was represented by (82) teachers, followed by chaotic pattern which was represented by (66) teachers.

4- Conclusions and recommendations:

4-1-The Conclusions:

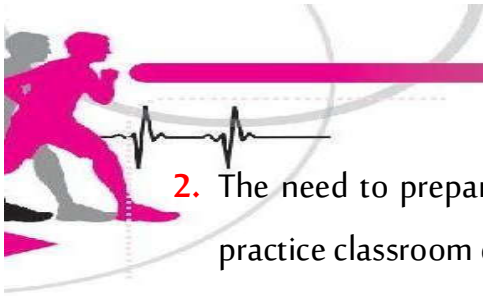
By presenting, analyzing and discussing the results, the researcher reached the following conclusions:

1. The scale of the classroom control patterns has been codified for physical education teachers.
2. The common personality factors were revealed, the neurosis and the Conscientiousness factors were common for male teachers, and the acceptability and Conscientiousness factors were common for female teachers.
3. The patterns of classroom control were revealed and the dominant patterns for male teachers were democratic and chaotic, and for female teachers were punitive and authoritarian.
4. Three levels were extracted on the scale of the classroom control (good, average and weak)
5. The female teachers' level was weak, and the female teachers were average, and the sample as a whole was weak.
6. Statistically significant differences have emerged in favor of female teachers in both the democratic and chaotic patterns, and for male teachers in both punitive and authoritarian patterns.

4-2-The Recommendations:

In light of the researcher's conclusions, he recommends the following:

1. Teachers need to learn about ways to distance them away from authoritarian and punitive patterns.



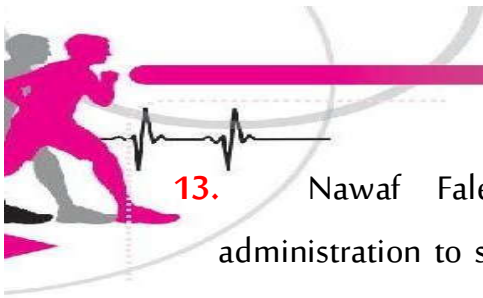
2. The need to prepare courses to help teachers of physical education on how to practice classroom control patterns.
3. The need for teachers of physical education to know the modern patterns of classroom control and its impact on the process of learning in the classroom.
4. Prepare courses and programs for teachers of physical education to help raise the level of classroom control.
5. The need to pay attention to the development of the concept of democratic classroom control for teachers.

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