



# An Analytical Study of The Reality of Classroom Management For Postgraduate Student In Sports Management From The Students' Point of View

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## Abstract

**Objectives.** The primary objective of this study is to analyze and identify the strengths and weaknesses in the classroom management process for postgraduate students (Masters) in the subject of sports management. The study aims to understand the factors contributing to the low academic performance of students in this advanced course, despite their qualifications for admission. Additionally, this research seeks to propose strategies to improve the scientific level of postgraduate students, not only in sports management but also in other related academic subjects, in order to enhance their overall academic performance.

**Materials and Methods.** The study employs a qualitative research design, where the researcher analyzes classroom management practices for postgraduate students in sports management at the Faculty of Physical Education and Sports Sciences. The research involves an investigation of the academic performance of students in universities in Maysan and Dhi Qar, identifying common issues related to the low scientific level of students in the subject. The researcher also explores various teaching methods, student engagement strategies, and classroom management techniques. In addition, data is collected through a review of student academic results, interviews, and classroom observations.

**Results.** The findings of the study indicate that several factors contribute to the low academic performance of postgraduate students in sports management, despite their prior qualifications. These factors include ineffective classroom management practices, a lack of engaging teaching methods, and the failure to connect theoretical knowledge with practical examples. Additionally, students' inability to retain and apply course material in real-life scenarios was identified as a major weakness. However, some strengths in the classroom management process were noted, such as the researcher's efforts to present the material in an accessible manner and integrate examples from daily life. The study revealed that with improvements in teaching approaches and classroom management, students' academic performance could be significantly enhanced.

**Conclusion.** In conclusion, this study underscores the need for improved classroom management strategies and teaching methods to address the weaknesses observed in the postgraduate students' academic performance. It recommends the adoption of more interactive and practical teaching techniques, which would help students better connect theoretical knowledge with real-world applications. Furthermore, the study highlights the importance of fostering an engaging learning environment that encourages student participation and enhances knowledge retention. By addressing these issues, it is expected that the scientific level of students in sports management and other related courses can be significantly improved. The recommendations provided in this study aim to

raise the academic performance of postgraduate students and align their capabilities with the standards expected of advanced learners in the field of sports management.
<b>Keywords : Classroom Management, Postgraduate Students, Sports Management, Academic Performance, Student Engagement.</b>

**Introduction**

The educational and educational process is a sensitive and important process according to the academic level in which that process takes place, as the relationship between the academic and scientific level and academic achievement is a direct relationship, that is, the higher the academic level, the academic and cognitive achievement of this segment should also be higher, and this is what we note that the student's success score in the master's stage is more than (60%) because whoever had an average of (60%) is complemented by cumulative, and through the observation of the researcher and standing on the results The academic achievement of these students (master's stage) preparatory year note the low results to critical degrees that are almost below the level of acceptance and in order to identify the most important reasons that called for these results and stand on them and address them, prompted the researcher to study the management of the classroom and its main axes in order to identify the reasons that led to these results(Mahmoud et al., 2025).

As for the importance of research, it lies in coming up with recommendations that are useful in raising the level of academic achievement for this category of students and avoiding all the reasons that hinder their achievement of those results, as well as all the reasons that reduce their enthusiasm or interaction and integration with the material on the one hand and the professor of the subject on the other hand, as well as standing on the strengths and weaknesses of the student and the professor alike to come up with a result that benefits the educational and educational process and solve the research problem in a way that benefits everyone in the easiest way, the least effort and the highest scientific production.

The problem of research is that the process of study and educational is a process that needs cooperation and concerted efforts more than one hand, especially the process of classroom management, the success of the educational process necessitates cooperation between the main pillars of this variable, otherwise there are many and large problems and the possibility of aggravating them leads to the failure of the entire educational process so seeks to bear the responsibility to engage in research to find out the most important obstacles that refer to achieving high results for this category of students and the subject (sports management) through limit it within the variable of classroom management and its main axes.

Since the target sample in the current research are postgraduate students preparatory year, the researcher resorted to the use of including people to the main research sample and at the same scientific and cognitive level, namely postgraduate students of the master's stage preparatory year in the Faculty of Physical Education and Sports Sciences at the universities of Maysan and Dhi Qar to know their opinions within the subject of research, since the research problem is the same found in these two colleges and the two universities mentioned above.

The research aims at the following: 1) Building a classroom management scale for postgraduate students (master's) in sports management, 2) Identify the most important axes of the classroom management variable for postgraduate students (masters), 3) Knowing the most important reasons that refer to achieving high results in sports management by postgraduate students (masters).

**Materials and Methods**

**Study Participants.**

The population of this study comprised postgraduate (Master's) preparatory year students from three universities in Iraq: the University of Basra, Maysan University, and the University of Dhi Qar. The total number of participants was 48 students, all of whom were included in the research sample, representing 100% of the research population. The sample was further divided into three categories: an exploratory sample of 5 students (10.41%), an application sample of 13 students (27.08%), and a construction sample of 30 students (62.5%). These students served as the primary source for data collection in the process of constructing a classroom management scale from their own perspectives in the field of sports management education.

**Study organization.**

This research employed a descriptive survey method, which is suitable for understanding and analyzing existing educational and sports management phenomena. The researcher aimed to develop a classroom management scale tailored to postgraduate sports management students in the preparatory year. The process began with the identification of three major dimensions of classroom management: the professor's role, the student's role, and the content of the subject. Through literature reviews, expert consultations, and empirical procedures, the researcher generated an initial scale comprising 34 items. This version was reviewed by a panel of experts, resulting in the removal of two items (items 6 and 14), leaving a final version with 32 items. Further analysis, including the discriminatory power of each item, led to the removal of two more items (items 7 and 22), resulting in a finalized

scale of 30 items. These items were evenly distributed among the three axes and contained both positively and negatively worded statements to ensure balanced measurement.

**Statistical analysis.**

To analyze the data and validate the scale, the researcher utilized SPSS software version 20. Several statistical procedures were applied, including the calculation of discriminatory power using the t-test between upper and lower groups, which confirmed that most items had significant discrimination values ranging between 6.05 and 9.32, except for two excluded items. The internal consistency of the items was determined using Pearson’s correlation, showing that all 30 retained items had significant correlations with the total score. Reliability of the scale was measured using Cronbach's alpha, resulting in a high reliability coefficient of 0.895, indicating strong internal consistency. Additionally, the researcher conducted a test-retest reliability check after 10 days, which confirmed the stability of the scale. Objectivity was maintained through a fixed scoring rubric and clearly defined response categories for both positive and negative items. The final scale was thus proven to be valid, reliable, and objective for assessing classroom management in postgraduate sports management programs.

**Results**

In order to achieve the objectives of the research, the researcher presented, analyzed and discussed the results after they were statistically processed.

Presentation and analysis of the results of the detection of standard levels:

Levels are standard represent the goal or purpose to be achieved for any special attribute because they include degrees showing the necessary levels and for this is the preparation of levels on individuals with a high level of performance.(Borges et al., 2022) The researcher has chosen to have (3) levels of the scale (classroom management for master's students preparatory year) in the faculties of physical education and sports sciences of universities (Basra, Maysan, and Dhi Qar). When distributing the standard scores to the approved levels, the standard levels appeared to us as in Table (6).

Table 1. Shows the standard levels, raw grades, standard and modified grades, as well as the percentages for each level of the classroom management scale for postgraduate students (masters) preparatory year.

Sequentially adjusted standard grades	Standard levels	Number	Percentage
90-78	Very good	4	%13,33
78-66	good	12	%40
66-54	medium	8	%26,66
54-42	Acceptable	5	%16,66
42-30	Weak	1	%3,33

Presentation, analysis of the results of measuring the level of classroom management for master's preparatory year students:

**Table 2.** Shows the mean and standard deviation of the classroom management scale for master's preparatory year students

Scale	Mean	Standard deviation	Level
Classroom Management for Master's Preparatory Year Students	75,63	3,68	good

Through Table (7), which shows that the mean of the classroom management scale for master's students preparatory year, and through the scale prepared for this purpose has reached (75.63), which gives an indication that the research sample has fallen its mean under the level of (good) and a standard deviation.(Ortiz-Morales et al., 2023)

**Discussion**

The researcher believes that the research sample obtained this value due to the fact that there is more than one variable that affects this vital process, which is the product of the efforts of more than one hand, starting from The senior administration represented by the Deanship and the head of the department, even the lecturer and the student as well, because it is considered part of the classroom and an influential corner in the classroom management process, where classroom management can be defined, "It is an educational process that seeks to achieve organization and its sovereignty within the classroom efficiently and effectively".(Hall & Holt, 2023)

This is done through the teacher's practice of some work and activities that contribute to this, to provide an appropriate educational environment in line with educational goals, and requires the classroom management to leave a clear positive impact on the behavior of learners in their personality and life. Classroom management can be described as a basic phenomenon, and it can be practiced in social institutions, whether educational or non-educational, on a group of students who meet together according to what they are associated with each other of personal abilities and characteristics close to each other, and control these characteristics in a way that guarantees them the public and private interest, and fuse them into purely educational templates.(Bai & Bai, 2021)

Where there is a clear imprint of the subject professor in the classroom management for such a sample of students (master's students), which called for that students generate a kind of reassurance and psychological adaptation despite some of the difficulties they face from the large number of duties and the density of information, accuracy and details, and frankly this is the most obvious thing "in the process of teaching postgraduate students" Some think that classroom management means that the teacher controls the behavior of students and controls it during classes and explains, but that is part of simple classroom management process, and defines the concept of classroom management as a set of activities carried out by the teacher, using high skills in communicating with students, with the aim of achieving harmony in the classroom, between the student and the teacher on the one hand, and between the students themselves on the other hand, and on the third hand, classroom management facilitates the arrival of information to the student easier, faster, and more flexible, as if the application of this concept was absent, and classroom management is also intended to provide the appropriate educational environment for teaching and learning.(Karasiievych et al., 2021)

Some define this concept as one of the educational means that attract students' attention to the class, and that target them all, without focusing on one student without another, because the concept of classroom management seeks to create an atmosphere of participatory interaction in the class, which makes the class managed or controlled in a flexible and easy way that does not require commitment from the teacher, or his screaming during the explanation.(Gustian et al., 2024)

It is a delicate and hard work and requires the ingredients for its success in the cohesion of students and their cooperation among themselves, the teaching profession is not limited to raising the student's mental and scientific efficiency, but goes beyond that, as the researcher explains that the classroom management scale from the students' point of view

obtained this value, which is the outcome of the rest of the scale's axes that the teacher or teacher must have a strong personality and a decent appearance not only at this level, but must use the experiences of others and studies Which pour into his field of work and this opinion shown by Septiana The trainer (teacher) must be a person educated and educator and consciously aware of his tasks as a trainer (teacher) and should be characterized by professional knowledge and practice a large and accurate work to study the new things that appear in the field of motivation.(Septiana & Supriadi, 2022)

The lack of use of modern methods in training (teaching) is one of the failed methods in leading the team and the coach (teacher) to distinguish modern methods in training (teaching) and plans because it is from Things that help to perform well.(Ramadhan et al., 2023)

The researcher also shows the importance of academic tests by the teacher or professor so that he can know what has reached the members of his class of development and the validity and success of his teaching program and the vocabulary of his lesson, which is evidence of his success in this work, which was mentioned by Jabbar Tests can be considered an incentive and encouraging for the progress of individuals and good results are motivation in addition to the individual's knowledge of his ability and achievements.(Jabbar et al., 2025)

The availability of elements of success of classroom management and under the supervision of the senior management of the college directly made students feel the direct responsibility entrusted to them, as the respect for time by the professor of the subject urged the student to use his time ideally and be able to manage his time in a proper manner, as well as the role of the humanitarian factor in dealing with students, especially those who suffer from poor health, social or economic condition, giving a positive impression by students of the existence of joint cooperation between them for the success of the educational process in an optimal way and not just drop the duty, As well as the process of helping the scientifically weak student and urging to keep pace and active participation in the class and focus on it directly through questions and request his opinion through explanations and discussions that can be managed during the classroom management as well as good treatment and respect for the opinions of students, even if they are of little scientific or wrong by clarifying what is correct with the availability of infrastructure represented by the academic atmosphere of comfortable study seats and legends such as screens, data show or smart board or electronic computers and cleanliness all make the classroom environment a successful and appropriate environment for giving such a kind of lectures for such a segment of learners, as the classroom management affects the educational climate according to the scientific level of the



learner and his physiological and educational characteristics that are consistent with his mental level as well as the level of sense of responsibility that they have for other students of science.(Yang et al., 2022)

All that has been explained and clarified previously shows the reasons for obtaining the scale that was formulated on the problem of our research this on the level of good, but the problem for which the scale was formulated, which is the low level of students in their educational achievement through quarterly tests, can be explained by the researcher to the fact that some students have been accepted for this stage of study in a way to open more than one channel.(Al-Bassal et al., 2024).

**Conclusions**



The results of the study revealed that the level of classroom management among postgraduate students in the master's preparatory year, particularly in the field of sports management, was generally rated as good. This effectiveness was largely attributed to the strong rapport and mutual understanding that existed between students and their professors, spanning academic, social, and psychological domains. However, some interpersonal misunderstandings among students persisted, often rooted in personal or social circumstances. Additionally, a number of students expressed a preference for having a single, consistent professor rather than multiple lecturers for a subject, citing difficulties in adjusting quickly to varied teaching styles. Another notable finding was the presence of frustration among high-achieving students, which stemmed from the existence of multiple admission pathways to the master's program—particularly when these pathways were perceived as inconsistent with merit-based selection.

Furthermore, the increasing trend of postgraduate students enrolling through private funding contributed to a growing belief that the master's level has become more oriented toward financial gain than scientific and cultural enrichment.

In light of these findings, several recommendations were proposed to enhance the quality and integrity of postgraduate education. Firstly, the admission process should be more structured and legally regulated, ensuring fairness while still honoring the rights of the families of martyrs and prisoners, without compromising academic standards. It is also essential to provide greater admission opportunities to top-ranking undergraduate students, and to impose more rigorous criteria on private-funded admissions to uphold the academic reputation of postgraduate studies. Moreover, postgraduate education should remain free from external pressures or influences, whether related to entry or academic success. It was also emphasized that a professor's effectiveness is determined more by their knowledge and teaching style than by their appearance. To enrich the academic experience, it is recommended to increase the number of courses during the preparatory year, ensuring that students gain comprehensive exposure to relevant knowledge. Lastly, minimizing both official and unofficial holidays would help prevent gaps and disruptions in the learning process, thereby supporting continuous academic progress.

**Recommendations**

In light of the objective of the research and its results and guided by the conclusions, the researcher recommends the following:

- 1- The need for further research to validate and expand upon the current findings.

- 2- The need for longitudinal studies or replication with larger and more diverse samples would add value.
- 3- Conducting more studies and scientific research using various training curricula and programs to improve the skills of all activities in general.
- 4- Directing the results of this research to the sports college to benefit from these results.

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