
The Effectiveness of Administrative Training Courses and Their Relationship to Classroom Management among Physical Education Teachers in the Samarra Directorate of Education

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Article History

Received: 01-05-2026;

Reviewed: 21-05-2026;

Accepted: 29-05-2026;

Published: 30-06-2026;

ABSTRACT

Background: This study was aimed at examining the impact of administrative training courses and its relationships with classroom management of physical education teachers at the Samarra Education Department. This research is based on the assumption that the administrative training can be considered the essential component in developing professional competences of the teacher and keeping up with the educational and pedagogical developments in school sports. The classroom management can be viewed as the key competence in achieving the goals of the educational process.

Methods: A descriptive research methodology was used with the use of a survey-analytical approach and correlational analysis, which was recognized as the most suitable approach to research problem and its goals. The research population consisted of 134 physical education teachers of the Salah Al-Din Directorate of Education, Samarra Education Department. The participants were divided into the pilot sample of 10 teachers and the main sample of 124 teachers. The questionnaire was used as the main research instrument, which comprised the Administrative Training Scale of five factors and 15 questions, as well as the Classroom Management Scale.

Results: It was found that there is a statistically significant positive correlation between the effectiveness of administrative training courses and classroom management ($p = 0.017$). Moreover, it was revealed that the physical education teachers have satisfactory participation in administrative training courses and possess sufficient skills of classroom management.

Conclusions: Administrative training plays the important role in the formation of professional attitude and motivates to work. Moreover, it makes the transition from the routine professional activity to the modern developments in school sports possible.

Keywords: Administrative training; Classroom management; Training courses; Physical education; Administrative competencies; School sports; Physical education teachers.

INTRODUCTION

The current period is characterized by great scientific advancement and knowledge expansion, leading educational organizations to reconsider their educational results and the accountability of the people entrusted with the task of providing them. The traditional role of the teacher has become inadequate for meeting the increasing demands for quality education and effective performance in schools (Potvin et al., 2024; Savvidou et al., 2023). Professional development has become necessary in order to meet the demands of teachers as a whole and physical education teachers in particular due to the significant influence of physical education on

students and the pivotal role of the teacher in enhancing sports activities in schools (Kuhn et al., 2021). As Al-Khouli (2015) pointed out, developed countries have made teacher training a major concern, spending the necessary human and material efforts to develop the skills of teachers, who, in turn, have been acknowledged as educational leaders enhancing the academic success of students in effective schools.

It has gone beyond the traditional programs which award mere certificates of attendance. This program is now viewed as a strategy towards human resource development, aimed at developing professional competencies, improving performance on the job, and increasing efficiency in the workplace (Rashid, 2009). Furthermore, administrative training enables teachers to keep pace with scientific and administrative developments, strengthens their leadership and creative abilities, and enhances both self-confidence and job satisfaction (Mouisi, 2015; Al-Khouli, 2015).

Administrative training is considered one of the important elements in the professional development of physical education teachers. It improves professional competencies, increases scientific and pedagogical knowledge and transfers them into the training programs that improve the instruction practices and develop leadership and administrative skills (Kuhn et al., 2021; Li & Zhao, 2009). Furthermore, variety of training techniques including workshops, brain storming sessions, group discussions and activities results in improvement of professional development and transfer of knowledge and skills into actual educational context (Amin, 2014; Sayed & Al-Jamal, 2014; Badr, 2011).

Classroom management is considered as one of the most important professional competencies of teachers. This competency includes not only control of classroom behavior but also organization of the learning environment, time management, accommodation of individual differences of students, active participation of students and creation of educational climate that helps to reach the goals of learning (Shabana, 2015). Further, Shabana (2015) states that effectiveness of teachers is based on their classroom practices, which require high level of competencies in planning, organization and classroom management according to modern educational approaches.

Considering the importance of administrative training in developing professional competencies of teachers and the importance of classroom management as a factor of success of the educational process, there is a need to investigate the connection between the above mentioned factors among physical education teachers. Therefore, the current study aims at evaluation of the effectiveness of administrative training courses and their connection with classroom management among physical education teachers of the Samarra Education Department.

Research Problem

Administrative training is one of the important aspects of professional development, which is also an effective tool of adapting to the new demands of the educational environment. It provides the opportunity for physical education teachers to develop professionally, to expand their scientific knowledge and practical skills in the field of physical education, which in turn contributes to the successful execution of physical education teaching. Hence, physical education teachers not only need good physical and technical skills but also have to possess certain administrative skills and capabilities allowing them to organize and manage physical education courses effectively.

Based on the researcher's personal experience as well as observations concerning various administrative training programs (their content, methods of execution and the resources available) it is clear that there exist differences in the effectiveness of these programs and the role they can play in the development of administrative skills of teachers. Therefore, there is a need for research into the connection between administrative training and classroom management skills of physical education teachers in the Samarra Education Department.

Accordingly, the present study seeks to answer the following research questions:

1. What are the shortcomings in the administrative training programs and training systems provided by the Preparation and Training Department for physical education teachers?

2. To what extent do administrative training courses achieve their educational and administrative objectives?
3. Do administrative training courses contribute to the development of administrative and classroom management competencies among physical education teachers?

Importance of the Study

The importance of the study is the analysis of the present state of administrative training courses as well as the involvement of physical education teachers in such programs in the Samarra Education Department. It emphasizes the importance of physical education teachers as educational leaders who help to enhance the academic achievements of students. Moreover, it analyses the link between the efficiency of the administrative training program and classroom management. Additionally, the study offers a scientifically verified instrument that could be used to measure the efficiency of administrative training programs and the contribution of the programs to the development of professional attitudes and motivation of teachers in relation to their jobs.

Objectives of the Study

1. To identify the current status of administrative training courses among physical education teachers in the Samarra Education Department.
2. To examine the effectiveness of administrative training courses in developing the administrative and classroom management competencies of physical education teachers in the Samarra Education Department.

Study Scope

1. Human Scope: The study population consisted of 134 physical education teachers.
2. Spatial Scope: Salah Al-Din Directorate of Education, Samarra Education Department, including primary and secondary schools.
3. Temporal Scope: The main data collection was conducted on February 26, 2025.

METHODS

Research Design

The present study adopted the descriptive research design using the analytical survey approach, as it was considered the most appropriate method for achieving the objectives of the study and addressing the research problem (Do et al., 2026).

Research Population and Sample

The study sample was made up of 134 physical education teachers who were working in Salah Al-Din Directorate of Education, Samarra Education Department. According to the scientific principles of sampling, the sample was divided into pilot sample and main study sample as illustrated in Table 1.

The pilot sample was made up of 10 teachers (7.5% of the study sample) and was randomly chosen in order to evaluate the adequacy of the research tools and methods used. The main study sample was made up of 124 teachers (92.5% of the study sample) and was randomly chosen.

Table 1. Sample

Table 1: Sample					
No.	Directorate of Education	School Level	Population (N)	Pilot Sample (n)	Main Sample (n)
1	Salah Al-Din Directorate of Education – Samarra Education Department	Primary	66	5	61
		Secondary	68	5	63
Total			134	10	124

Field Procedures

To get necessary information relevant to the current study, the researcher made several trips to Salah Al-Din Directorate of Education, Samarra Education Department. Moreover, some personal interviews have been carried out with experts and persons participating in the

administration training programs for the purpose of getting clarification, determining appropriate areas and questions of the questionnaire, and forming its general structure.

Purpose of the Scale

After defining the research problem, the researcher constructed the measurement tool, the primary purpose of which was to develop a scientific tool to evaluate the administration training courses offered to physical education teachers at the Salah Al-Din Directorate of Education, Samarra Education Department.

Response Format and Scoring Procedure

The scale employed a five-point Likert response format, consisting of the following alternatives: Always, Often, Sometimes, Rarely, Never.

There are several explanations why the five-point Likert scale was selected:

1. It results in higher homogeneity of measurements.
2. Respondents can express not only the direction but also the intensity of their feelings and attitudes.
3. It is more flexible when dealing with various people.
4. It possesses good validity and reliability.
5. More complete data is provided because each respondent answers every statement on the scale.

The response alternatives were scored as follows:

Always = 5

Often = 4

Sometimes = 3

Rarely = 2

Never = 1

Accordingly, each questionnaire item was assigned a score ranging from 5 to 1, with higher scores indicating higher levels of agreement or perceived effectiveness.

Main Study Procedure

Primary research was carried out with the help of the research team, where they provided the study tool to the sample group of 124 physical education teachers on February 26, 2025. After gathering the information, the filled-in questionnaires were analyzed and coded according to the specially developed data collection form. The results were then scored and entered into the statistical software package. Descriptive statistics were used to describe respondents' answers and prepare the data for inferential statistics.

RESULTS AND DISCUSSION

Descriptive statistics were calculated for the study sample, including the mean, standard deviation, skewness, median, standard error, minimum value, and maximum value, to examine the distribution of the participants' scores. The results are presented in Table 2.

Table 2. Descriptive Statistics of the Study Sample

Scale	Mean	Standard Deviation	Skewness	Median	Standard Error	Minimum	Maximum
Administrative Training Courses	109.72	10.859	0.970	104.51	0.151	71	140
Classroom Management	117.87	8.519	0.144	119.751	0.122	93	147

Statistical significance was determined at $p < 0.05$.

Was examined using correlational analysis. The results are presented in Table 3.

Table 2. Correlation Between the Administrative Training Courses Scale and the Classroom Management Scale

Variables	Pearson's r	p-value	Interpretation
Administrative Training Courses × Classroom Management	0,214	0.017	Significant positive correlation

Results were considered statistically significant when $p < 0.05$.

DISCUSSION

The results obtained during the current study have shown the statistically significant relationship between the efficiency of administrative training programs and classroom management among physical education teachers working in the Samarra Education Department. The above finding should be interpreted taking into account the significance of the role played by administrative training in the professional knowledge of teachers, development of their leadership skills, organizational skills, and modern competences associated with planning, management of time, communication, and decision making. The above skills are considered to be an essential part of effective classroom management (Rashid, 2009; Mouisi, 2015). In addition, today administrative training has changed from being associated only with the acquisition of theoretical knowledge to becoming a continuous process of professional development aimed at improving the performance of teachers and their ability to catch up with the latest trends in education and administration (Al-Khouli, 2015).

The above mentioned relationship means that the regular involvement of physical education teachers in administrative training programs is one of the ways to make teachers familiar with modern ways of lesson organization, management of sport activities, and motivation of students using the pedagogical skills (Hall-López, 2021; Hernando-Garijo et al., 2021). In addition, these training programs help to improve the skills of teachers in efficient time management, solution of different problems arising in the classroom, and establishment of positive relations in the classroom. Such experience helps to develop professional identity of teachers, increase their self-confidence, and cultivate positive attitude to their professional development. All the above aspects result in more effective classroom management and successful realization of the objectives of physical education lessons (Al-Khouli, 2015; Amin, 2014).

The results could also be explained by the diversity of methods used for conducting administrative training programs, namely, workshops, brainstorming sessions, group discussion, and field visits. All the above methods give the possibility for collaboration and exchange of the professional experiences of teachers, which in its turn helps to develop teachers' skills to solve problems related to classroom management, choose adequate methods of instruction, and create more efficient learning environment (Sayed & Al-Jamal, 2014; Badr, 2011; Al-Jabr, 2010).

The results of the present study correspond to the findings described by Al-Mughidi (2000, p. 210) according to whom in-service training of teachers gives them more possibilities to implement effective classroom management, organize classroom environment, and deliver lessons in a more efficient way, resulting in better educational achievements.

The positive correlation between the administration training and classroom management can also be attributed to the broadness of the classroom management concept itself. Effective classroom management is not only concerned about classroom discipline but also includes organization of the learning environment, organization of the instruction time, differentiation, motivation and guidance of behavior towards accomplishment of learning goals. These skills can be developed successfully through the continuous administration training programs (Shabana, 2015).

Moreover, according to the results, the physical education teachers revealed the satisfactory level of participation in administration training programs that was evidenced by their classroom management skills. It proves the idea that the administration training can be considered as the effective way of transition from the conventional teaching methods to more contemporary professional one. Thus, the administration training helps improve the quality of educational process and professional performance of the teachers. These results agree with the research conducted by Jasser (2016). The researcher claims that identification of training needs and the development of professional development programs according to educational needs is crucial for development of physical education teachers' competencies and improvement of their professional performance.

CONCLUSIONS AND SUGGESTIONS

Conclusion

1. The tool used for data collection was effective in assessing the current state of administrative training courses and the level of involvement of physical education teachers in these courses in the Samarra Education Department.
2. The results show that physical education teachers have an adequate level of involvement in administrative training courses, combined with good classroom management skills and a favorable attitude towards professional development in the future.
3. Administrative training courses provide a relevant bridge between the traditional profession and modern school physical education trends, which means that they facilitate professional development.
4. The responses of the participants prove that physical education teachers have a positive attitude towards professional development in administrative training courses since they are the key way to achieve professional success and to be motivated at work.
5. The skills of classroom management differ from teacher to teacher depending on their personal qualities, professional experience, leadership skills, and ability to influence students.

Suggestions

1. Continue offering administrative training courses for physical education teachers and diversify their content to keep pace with contemporary developments in the field of school physical education.
2. Adopt the research instrument developed in this study as a standardized tool for assessing the current status of administrative training courses and the extent of participation among physical education teachers.
3. Encourage the participation of a larger number of physical education teachers in administrative training programs throughout the academic year and provide the necessary human and financial resources to ensure their effective implementation.
4. The Directorate of Preparation and Training should continuously monitor and evaluate administrative training programs to ensure that they meet the professional needs of physical education teachers.
5. Conduct similar studies to investigate the effectiveness of administrative training courses in other Directorates of Education and among different educational populations.

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