

Classroom administration and its relationship to the self-organization of physical education teachers in primary schools in the General Directorates of Education in Baghdad

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Abstract

The study aimed to build and apply two measures of classroom management and self-organization for physical education teachers in primary schools in the General Directorates of Baghdad Education and to identify management Classroom and self-organization of physical education teachers and the level of the relationship between classroom management and self-organization of physical education teachers in primary schools in the general directorates of Baghdad Education. The researchers used the descriptive approach in the survey method, the correlational relationships to suit the nature of the problem and to achieve the objectives of the research, and the research community included physical education teachers in primary schools in the General Directorates of Baghdad Governorate for the academic year (2020-2021), numbering (1163) physical education teachers, and the sample was chosen randomly and the number of the sample was (950) physical education teachers with (80%) of origin community. And it is consisted of into three samples, according to Steven Thompson's equation, which amounted to The construction sample was (307) physical education teachers working in primary schools affiliated with the general directorates of the second and third Baghdad education for AL- Karkh second and third Baghdad directorate, and the application sample amounted to (260) physical education teachers working in primary schools affiliated with the general directorates of AL- Rasafah first and second Baghdad education, while the exploratory experiment sample amounted to (26) a physical education teacher working in primary schools affiliated with the General Directorate of Education in Baghdad, Karkh First, and (24) physical education teachers were excluded for not filling out the scale's questionnaire correctly.

Keywords: Classroom Administration

Introduction

With the increasing in the processes of cognitive growth and development, the need to activate the self-system increased to monitor and coordinate all the activities carried out by the person, and from here the self is seen as an effective component in organizing and processing information, the self- system theory which belongs to the processing theories in learning was produced before. Although the entrances to the process are not new, but the theory of self-organization differs from others in its focus on how students are active in the virtual, behavioral and informational processes associated with a task, and the physical education teacher in primary schools must be aware of this and interact with these concepts that serve to achieve his goals are set in his classroom management and self-organization,

and that the role of the physical education teacher in primary schools comes through focusing on showing the value of responsibility in learning, encouraging the student to take responsibility for his learning and active participation in learning is a driving force in order to achieve the goal, and this is what he sees.

The importance of the study lies on this important category of education teachers, on which the success of the educational process in achieving its goals depends to a high degree, especially in physical education lessons in primary schools. This study tried to shed light on two essential variables are: classroom management and self-organization. The relations between them can be investigated in the field of leaning and education, and because this field is most in contact with the cognitive and ethical aspects, and the importance of the role of the physical education lesson in primary schools from the educational and educational aspects, and the importance of the role played by the physical education teacher, he must be a successful administrator and self-organizer with the ability, skill and efficiency to include what the profession of scientific, professional and technical aspects, so his success or failure depends on the quality of his performance of his knowledge, and raising his level leads to the progressing of the physical education lesson. Teachers of physical education should try hard to apply the theory of self-organization to learn how the student follows in setting and planning his learning goals, using and modifying appropriate strategies and self-monitoring to his performance. According to this theory, the student's achievement may be high, and low due to the failure to use appropriate educational strategies or the inability to control motivation. As it is known that traditional primary school education based on the method of diction and presentation of information fails to develop strategies for self-organization of learning, the conditions in the class are not necessarily conducive to the expansion or development of this skill, and the teacher must take his regarding, the self-organization of learning as a dimension of the learning process and part of the content, providing information to students about the using of strategies and linking them to the learning outcomes as feedback .

Research problem:

Due to the decline in the performance level of physical education teachers in most primary schools within the geographical area of the General Directorate of Education in Baghdad, Karkh II, and the failure to reach the basic objectives set by the Ministry of Education for these lessons, and through the researchers' modest experience in the field of education and supervision, they noticed that there is a weakness in classroom management and self-organization for most physical education teachers in physical education lessons, which negatively affects their job performance and implementation of theoretical and practical lessons and their educational and educational outcomes, which leads to a decrease in students' creativity and raise their physical, mental and social level, and this in turn negatively affects the ethical and cognitive aspects, especially in our current situation, which is witnessing a war targeting all infrastructure and the moral, social, cultural and cognitive fabric.

Hence the problem of the research lies in the inability of physical education teachers in most

primary schools affiliated with the General Directorates of Education in Baghdad from their effective classroom management and associating of self-organization in their lessons, as the teacher's self-organization may reduce academic failure processes and increase perseverance and good achievement because it with its components and dimensions helps the student to invest his intellectual energies and organize them in a flexible way to reach the goals that set for physical education lessons, which affect the understanding and performance of students in these schools.

Research Objectives:

1. Building and applying the classroom management scale for physical education teachers in primary schools in the General Directorates of Education in Baghdad.
2. Building and applying the self-organization scale for physical education teachers in primary schools in the General Directorates of Education in Baghdad.
3. Identify the classroom management of physical education teachers in primary schools in the general directorates of Baghdad Education.
4. Identify the self-organization of physical education teachers in primary schools in the general directorates of Baghdad Education.
5. Identify the relationship between the classroom management scale and the self-organization scale and their domains.

Research Hypotheses: The researchers assume:

1. There is a statistically significant correlation between the democratic style and the dimensions of self-organization.
2. There is a statistically significant correlation between the chaotic style and the dimensions of self-organization.
3. There is a statistically significant correlation between the authoritarian style and the dimensions of self-organization.
4. There is a statistically significant correlation between classroom management and self-organization.
5. There is a statistically significant effect relationship for the dimensions of classroom management in self-organization.
6. There is a statistically significant impact relationship for the dimensions of classroom management in self-observation.
7. There is a statistically significant impact relationship for the dimensions of classroom management in the self-evaluation.
8. There is a statistically significant effect relationship for the dimensions of class management in the subjective response.

Research methodology and field procedures:

The researchers used the descriptive approach using the analytical survey method and correlational relationships, due to its relevance to the nature of the research problem and its objectives.

Research community and sample:**Research community:**

The research community consists of physical education teachers for primary schools in the General Directorates of Baghdad Education for the academic year (2020-2021). Where the research community was identified by return to the sections and divisions of planning and school activity in the six general directorates of Baghdad were (1163) teachers distributed on (2550) primary schools, as shown in Table (1).

Table (1). Shows the number of physical education teachers in the general directorates of Baghdad Education for the academic year (2020-2021)

No	Name of the directorate	Number of physical education teachers
1-	General Directorate of Education Baghdad Karkh I	126
2-	General Directorate of Education Baghdad Karkh II	322
3-	General Directorate of Education Baghdad Karkh III	200
4-	General Directorate of Baghdad Education Rusafa I	252
5-	General Directorate of Baghdad Education Rusafa II	150
6-	General Directorate of Baghdad Education Rusafa III	113
Total		1163

Research sample:

The distribution of the research samples: the exploratory experiment, the construction sample, the application sample by the random method (the lottery), where the selection was made on the General Directorate of Education of Karkh I (the exploratory experiment sample), the General Directorates of Education of Karkh II and III (construction sample), and the general directorates of Rusafa I and II (Application sample) The General Directorate of Education of RusafaIII excluded according to the lottery, where the number of the sample was (950) physical education teachers and a percentage amounted to (80%) of the community of origin as shown in Table (2).

(Table 2). Shows the distribution of the sample of physical education teachers according to the general directorates of Baghdad Education from the research community

No	Name of the directorate	Number of physical education teachers
1-	General Directorate of Education Baghdad Karkh I	126
2-	General Directorate of Education Baghdad Karkh II	322
3-	General Directorate of Education Baghdad Karkh III	200
4-	General Directorate of Baghdad Education Rusafa I	252
5-	General Directorate of Baghdad Education Rusafa II	150
6-	General Directorate of Baghdad Education Rusafa III	113
Total		1663

According to Stephen Thompson's equation, the construction sample amounted to (307) physical education teachers working in primary schools affiliated with the General Directorates of Education of Baghdad Karkh I and II, while the application sample amounted to (260) teachers of physical education working in primary schools affiliated to the General Directorates of the Education of Baghdad, Rusafa I and II, while the exploratory experiment sample amounted to (26) teachers of physical education working in primary schools affiliated to the General Directorate of Education in Baghdad, Karkh I. And (24) physical education teachers were excluded for not filling out the scale questionnaire correctly.

Determining the dimensions of the two scales:

First: The classroom management scale:

For the purpose of determining the dimensions of the scale, the researchers reviewed the available literature, previous studies and scientific sources specialized in classroom management, and they directed a questionnaire to poll experts and specialists, which included one open question asking to determine the dimensions of the classroom management scale, to obtain the largest possible number of ideas related to the formulation of the dimensions, to verify the validity of determining the dimensions and their representation of the scale, the validity of the proposed dimensions of the scale, the validity of the theoretical definition, the definition of the proposed dimensions and the range of

which they cover the concept of classroom management. As for the percentage of experts and specialists' agreement on the dimensions of classroom management were (9) so it was for the democratic style (100%), the anarchic style (100%), the authoritarian style (100%), and the dimensions that experts did not agree on were deleted, which is the traditional style (33%).

Dimensions (axes) of the classroom management scale agreed upon by experts and specialists:

The first axis: The democratic style :In this style of classroom management, the “ Physical Education teacher works on developing the students’ abilities by providing them with the opportunity to participate and discuss and makes them express their opinions and exchange it with them about common goals, problems and some decisions related to them, and he coordinates work between him and the students, so the students feel safe and secure.

The second axis: the chaotic style :in this style, the “physical education teacher gives his students infinite freedom from a self or non-self-desire to direct their affairs, teach them and act as they like without interfering of him, and here the classroom life is characterized by this method as chaotic, while the physical education teacher is characterized by weakness personality, neglect and inability to direct his students and attract their attention. ”

The third axis: the authoritarian style :In this style “the physical education teacher imposes on his students what he should do, how, when and where, and the physical education teacher praises his opinion and does not allow the students to express their opinions and uses methods of coercion, terrorism and intimidation and does not pay much attention to human relations.”

Second: The Self-Organization Scale

For the purpose of determining the dimensions of the scale, the two researchers reviewed the available literature, previous studies and scientific sources specialized in self-organization, and directed a questionnaire to survey the opinion of experts and specialists, and included one open question asking to determine the dimensions of the self-organization scale, to obtain the largest possible number of Ideas related to the formulation of dimensions, to verify the correctness of determining the dimensions and the extent to which they represent the scale, the validity of the proposed dimensions of the scale, the validity of the theoretical definition and the definition of the proposed dimensions, and the range that they cover the concept of self-organization. As for the percentage of experts and specialists' agreement on the dimensions of classroom management were (9) so it was for the democratic style (100%), self-evaluation (100%), self-response (100%), and the dimensions that the experts did not agree on were deleted, namely psychological prosperity (11%) and cognitive skills (33%)

Dimensions (axes) of the self-organization scale agreed upon by experts and specialists:

The first axis: Self-observation : Self-observation is by the individual's view of himself

and his behavior and observation through different situations, and to identify the reasons that showed this behavior.

The second axis: Self-evaluation :It is about “self-judgment on behavior, if it is satisfactory and deserves appreciation, or it is unsatisfactory that deserves punishment, and the individual issues these judgments according to personal goals and standards.”

The third axis: Self-response :It is the third of self-organization components, which is the self-response”, the individual responds positively or negatively to his behavior, through a feeling of pride and pride as a result of positive self-acceptance of the behavior, and this depends on how he reaches or rises to his personal standards.”

Validity of Phrases:

First: Classroom Administration Scale:

After preparing the scale statements amounting to (51) phrases distributed on (3) dimensions, the researchers made sure that they were correctly formulated linguistically, and they presented them to a specialist in the Arabic language for linguistic evaluation, and then the researchers distributed the questionnaire for the initial formula of the scale to a group of experts and specialists, to judge its validity in measuring the characteristic to be measured, and to know its suitability for the research sample, and according to obtaining the opinions of experts and specialists, and finding the percentage of their agreement, which amounts to (80%) or above in accepting the dimensions and their expressions, “any statement that does not achieve this goal should be excluded, modified, or new expressions added”and accordingly (10) statements were adopted for each dimension of the classroom management scale, so that the number of statements was (30) and excluding (21) statements. Thus, the scale achieved the validity of the content.

The researchers asked experts and specialists to determine the relative importance of the phrases according to a graduated scale consisting of (1-5) degrees. The score (5) is given to the most important field, and the degree (1) is to the least important field. This procedure is necessarily considered in the design of the test so that the researcher can distribute the relative distribution of the attribute elements and in this way, the researchers extracted the relative importance of the expressions of the classroom management scale and the percentage of the importance .

Second: The Self-Organization Scale:

After preparing the scale’s statements amounting to (45) phrases distributed on (3) dimensions, the researchers deliberately made sure that their statements were correct linguistically, and the statements were presented to a specialist in Arabic language for linguistic evaluation, and after making linguistic modifications, the phrases became the initial formula of the scale, the researchers distributed the questionnaire for the initial formula of the scale to a group of experts and specialists, to judge its validity in measuring the characteristic to be measured, and to know its suitability for the research sample, and according to obtain the opinions of experts and specialists, and finding the percentage of

their agreement, which amounts to (80%). and above in accepting the dimensions and their expressions, “as any statement that does not achieve this goal should be excluded, modified, or new expressions added”. Accordingly, (10) statements were adopted for each dimension of the self-organization scale, so that the number of statements was (30) statements and (15) were excluded. phrase, and thus the scale achieved the validity of the content.

In order to estimate the relative importance of each of these phrases, the researchers presented the dimensions to a group of experts and specialists, and asked them to determine the relative importance of the phrases according to a graduated scale consisting of (1-5) degrees, given the degree (5) for the most important dimension, and degree (1) for the least dimension Importance, and the researchers extracted the relative importance of self-organization phrases, and the percentage of importance.

Presentation, analysis, and discussion of the results:

Testing the correlations: the classroom management scale with its dimensions and the self-organization scale with its dimensions, as shown in Table (3).

Table (3). Shows the correlations between the variables

variables	democratic	the chaotic style	the authoritarian style	self-observation, self	evaluation, the subjective	response
the democratic style	1					
Messy Style	0.661**	1				
style	**	*0.510*	1			
0.516	0.556**	*0.380*	**0.681	1		
Self-observation	0.665**	*0.490*	**0.538	**0.383	1	
Self-evaluation	**0.473	*0.675*	**0.551	**0.481	**0.539	1
Relation between the variables	**0.641					
Significant level	0.000			** Intangible level at (0.01) * Intangible level at (5)		
Sample size						

We notice by the table the following:

1. **Democratic Style** :This dimension associated with the rest of the dimensions of the self-organization scale with three correlations, all of which were medium and strong correlations with significant significance. We find that the correlation between the dimensions of the Democratic style and self-observation amounted to (0.556**), which is a good correlation of moral significance at the level of (0.01) and this gives an indication that the role played by the dimension of the democratic style in the dimension of self-observation has a great role, and that this relationship is increasable , as for the correlation between the dimension of the democratic style with the dimension of self-evaluation, it reached (0.665**), which is a strong correlation Significantly significant at (0.01)

2. **Chaotic style** :the correlation between this dimension and the rest of the dimensions of self-organization was medium and strong in significance as a whole, and by observing the results, we find that the dimension of the chaotic style associated with the dimension of self-observation with a correlation of (0.380**), which is a medium correlation statistically significant relationship at (0.01). and this confirms the average role played by this type of styles in self-observation. As for the correlation between the dimensions of the chaotic style and self-evaluation, it reached (0.490**), which is a significant medium correlation relationship at (0.0.1), and this indicates a good role which the chaotic style plays in the self-evaluation, and the results in the above table confirmed the existence of a high correlation between the dimensions of the chaotic style and the self-response, as the value of the correlation reached (0.675**), and this indicates the large, vital and important role of the dimension of the chaotic style in the dimension of self-response, and this relationship was significant at the level of significance (0.01), and this confirms the second sub-hypothesis (there is a statistically significant correlation between the dimension of the chaotic style and the dimensions of self-organization, and this was indicated by (Mohammad Ziad Hamdan,1999)

3. **Authoritarian Style** :The results in the above table confirmed that there was a set of statistically and morally significant correlations between the authoritarian style dimension and the rest of the dimensions of self-organization, as the correlation between the authoritarian style dimension and the dimensions of self-organization (self-observation, self-evaluation, and self-response) amounted to (0.681). **, 0.538**, 0.551**) respectively, all of which were significant relationships at the level (0.01), and this confirms the important and vital role of the authoritarian style dimension in the dimensions of self-organization, and if we observed that well, we would find that the highest correlation was between the dimension of Authoritarian style and self-observation, and this confirms the important and basic role of this style in self-observation, and this confirms the third sub-hypothesis (there is a statistically significant correlation between the dimension of the authoritarian style and the dimensions of self-organization(9). And this is confirmed by (Aref Mutar Almuqeid, 2009)

Testing of the influence relationships:

1. There is a significant statistically significant effect of the classroom management scale with its dimensions on the self-organization scale with its dimensions, as shown in Table (4) **Table (4)** Shows a statistically significant effect of the classroom management scale with its dimensions on the scale of self-organization with its dimensions

Main hypothesis	Track	β limitative slope	T-test	P probability	R2-F-Sig (Intangible)	Decision
Second	Democratic style – self organization	0.213	2.604	0.009	F= 33.677 R ² = 0.347 Sig.= 0.000	Acceptance of hypothesis
	Chaotic style- self organization	0.247	3.410	0.000		
	Authoritarian Style- self organization	0.275	3.746	0.000		
Summary						
Samples' total :3		Intangible Samples' total: 3			Total of accepted hypotheses:1	

Through the results in Table (4), the researchers conclude that there is an effect relationship to the dimensions of the classroom management scale in the scale of self-organization, as the (F) value be calculated for this relationship reached (33.677), which is higher than its tabular value, and this indicates the existence of an influence relationship for each of Dimensions (democratic style, chaotic style, and authoritarian style) in the dimensions of self-organization, and these dimensions are fully reflected in the dimensions of self-organization, and the value of (R2) for this relationship reached (0.347), and this confirms that the dimensions of the classroom management scale explain its percentage (34.7%) of the changes taking place in the self-organization scale, and the remaining percentage is due to other variables, and this confirms once the clear influence relationship, as for the significance of the relationship, the value of (sig) was (0.000) and this indicates the significance of the influence relationship.

As it was also shown that the limitative values of (B) amounted to (0.213, 0.247, 0.275), and this confirms that the limitative tendency to remove the classroom management scale in the dimensions of the self-organization scale is clear, and that any change of one unit in the dimensions of the classroom management scale leads to a change in the dimensions of the organization scale self-esteem (21%, 24%, 27%) respectively, and this leads us to accept the fifth hypothesis (there is a significant statistically significant effect relationship for the dimensions of the classroom management scale in the dimensions of the self-organization scale).

As for the sub-hypotheses, table (5) shows the influence relationships of the sub-hypotheses

between the dimensions of the classroom management scale and the dimensions of the self-organization scale and my agency:

Table (5). Shows the influence relationships of the sub-hypotheses between the dimensions of the classroom management scale and the dimensions of the self-organization scale

Min or hypothesis	Track	β limitative slope	T-test	P probability	R2-F-Sig (Intangible)	Decision
First	Democratic style- self-observation	0.127	3.491	0.031	F=28823 R²=6320 Sig.=0.000	Acceptance of hypothesis
	Chaotic style- self observation	0.381	5.000	0.000		
	Authoritarian Style-self observation	0.273	4.084	0.000		
Second	Democratic style- self-evaluation	0.126	2.143	0.050	F= 18.116 R²= 0.223 Sig= 0.000	Acceptance of hypothesis
	Chaotic style- self evaluation	0.274	3.783	0.000		
	Authoritarian Style-self evaluation	0.257	2.055	0.000		
Third	Democratic style- self-response	0.016	1.177	0.909	F= 14.147 R²= 0.183 Sig.= 0.000	Acceptance of hypothesis
	Chaotic style- self response	0.232	3.679	0.000		
	Authoritarian style-self-response	0.342	3.184	0.000		
samples' total: 9		Intangible samples' total: 8			Total of accepted hypotheses	

Through the results presented in Table (5) above, we conclude the following: 1. There are influence relationships between the dimensions of the classroom management scale (democratic style, chaotic style, authoritarian style) and the dimension of self-observation as one of the dimensions of self-organization, as the calculated (F) value was (23.288), which is higher than its tabular value, and this indicates the important and clear impact of the dimensions of the classroom management scale in the dimension of self-observation, and this effect confirmed the value of (R²), which amounted to (0.263), and this indicates that the rate of (26%) changes in the dimension of self-observation can be interpreted in terms of dimensions (the democratic style, the chaotic style, and the authoritarian style), while the remaining percentage is due to other additional variables, and about the significance of the influence model, the value of (sig) reached (0.000), and this confirms the significance of the effect relationship above .

Classroom management is considered an art and a science, it depends very much on the personality of the physical education teacher and his method of dealing with students in the primary school inside and outside the classroom, and good classroom management is one of the most important factors for the success of the educational process as it provides and creates a successful classroom environment, considering that education is an intentional process that works on arranging, organizing and creating all conditions, which are related to the learner, his experiences, his preparations, his motivation, and the environment surrounding him during the learning process. And this is the method in which the teacher can regulate his work in the primary school inside the class, to reach his goals during that way in controlling the class and giving the information that he wants to convey to his students in a calm and orderly manner.

The researchers concluded that the limitative values of (B) for each of the dimensions (the democratic style, the chaotic style, and the authoritarian style) amounted to (0.127, 0.381, 0.273), respectively, and this confirms that the limitative tendency to remove the classroom management scale in the dimension of self-observation is clear, and that any change of one unit in the dimensions of the classroom management scale leads to a change in the dimension of self-observation by (12%, 38%, 27%), and in succession this leads to the acceptance of the sixth hypothesis (there is a statistically significant effect relationship for the dimensions of the classroom management scale in the dimension of self-observation).

It was found that there are influence relationships between the dimensions of the classroom management scale (the democratic style, the chaotic style, the authoritarian style) and the self-evaluation dimension as one of the dimensions of the self-organization scale, as the calculated (F) value was (18.116), which is higher than its tabular value and this indicates the important and clear impact of the dimensions of the classroom management scale in the dimension of self-evaluation, and this effect was confirmed by the value of (R²), which amounted to (0.223), and this indicates that the rate of (22%) of the changes in the dimension of self-evaluation can be explained in terms of dimensions (the democratic style), , anarchic style, authoritarian style), as a remaining percent, it goes back to other additional variables and the intangible of the effect model, the value of (sig) reached (0.000), and this confirms the significance of the above effect relationship .

The researchers concluded that the limitative values of (B) for each of the dimensions (the democratic style, the chaotic style, and the authoritarian style) amounted to (0.126, 0.274, 0.257), respectively, and this confirms that the limitative tendency to remove the classroom management scale in the self-evaluation dimension is clear, and that any change of one unit in the dimensions of the classroom management scale leads to a change in the self-evaluation dimension by 12%, 27%, 25%) and, respectively, and this leads the researchers to accept the seventh hypothesis (there is a significant statistically significant effect relationship for the dimensions of the classroom management scale in the self-dimension

It was found out that there relationships effect between class management (the democratic style, the chaotic style, and the authoritarian style) after the self -response as one of the dimensions of self-organization, as the calculated (F) value was (14.147), which is higher than its tabular value, and this indicates the important and clear effect of the dimensions of the classroom management scale on the self-response, and this effect was confirmed by the value of (R²), which amounted to (0.183), and this indicates that (18%) of the changes that occurred in the dimension of self-response can be explained in terms of dimensions (the democratic style, the chaotic style, and authoritarian style), but the remaining percent, it goes back to other additional variables, and about the significance of the effect model, the value of (sig) reached (0.000), and this confirms the significance of the effect relationship above.

The researchers concluded that the limitative values of (B) for each of the dimensions (the democratic style, the chaotic style, and the authoritarian style) reached (0.016, 0.232, 0.342), respectively, and this confirms that the limitative tendency to the dimensions of the classroom management scale in the self-response dimension is clear, and that any change of one unit in the dimensions of the classroom management scale leads to a change in the self-response dimension by (1%, 23%, 34%) respectively, and this leads the researchers to accept the eighth hypothesis (there is a significant statistically significant effect relationship for the dimensions of the classroom management scale in self-response dimension).

Acquiring the basic skills of classroom management is an important and necessary matter if the physical education teacher in the primary school wants to succeed in his work, especially regarding classroom management, due to the multiplicity of aspects that the teacher deals with, especially the factor of the human relationship that must prevail between him and his students and colleagues. Hence, it was necessary to pay attention to preparing the physical education teacher in the primary school in a professional and practical manner, in a manner consistent with the importance of the task entrusted to him, if we wanted to help him to succeed in his teaching duties and tasks, and to provide him with the basic skills necessary to manage his class.

The increasing in interaction between the teacher and his students, or the loss of interaction, comes from the teacher's management of his class, being the main person within the class who has the power to influence on the class system and the system of feelings in it.

Conclusions:

1. It was found that there is an interest in classroom management by physical education teachers in primary schools among the sample members, and that this interest is due to their interest in (the anarchic style - the democratic style, and the authoritarian style).
2. It appeared that there are good levels of self-organization among physical education teachers in primary schools in the General Directorates of Education in Baghdad, the research community, and that this intangibility appeared because of the interest shown by the sample B (self-observation, self-evaluation, and self-response).
3. It was found that physical education teachers in primary schools in the General Directorates of Education in Baghdad have used classroom management to support the self-organization, and this contribution appeared distinctly in the field of democratic and chaotic styles.
4. It appeared that physical education teachers in primary schools in the General Directorates of Education in Baghdad have used the democratic style as a tool in supporting their self-organization, and this policy had a clear role in the self-observation and the self-response.
5. The chaotic style had a clear role in supporting the self-organization, which was reflected in promoting the self-observation and the self-evaluation.
6. It was found that physical education teachers in primary schools in the General Directorates of Education in Baghdad used the authoritarian style as a tool in promoting the self-organization, and this emerged through the self-observation and the self-evaluation.
7. Classroom management dimensions had an effective role in promoting the self-organization completely, more than if these dimensions were used individually, and this confirms a logical conclusion on the existence of interdependence and integration between these dimensions whose role is reflected more in the collective style, than if they were used alone.
8. It was found that physical education teachers in primary schools in the General Directorates of Education in Baghdad, the research community, were able to seriously employ the changes that took place in the field of classroom management, to bring more positive changes in the field of self-organization.
9. It appeared that physical education teachers in primary schools in the general directorates of the studied Baghdad Education were able to use the change in the democratic style to bring more changes in the self-organization.
10. Physical education teachers in primary schools in the General Directorates of Education in Baghdad were able, through the change in the chaotic style in them, to make more impact on the self-organization.

11. Physical education teachers in primary schools in the General Directorates of Education in Baghdad were able, through the change in the authoritarian style, to make more impact on the self-organization.
12. Physical education teachers in primary schools in the General Directorates of Education in Baghdad were able to use the changes in the dimensions of the classroom administration collectively to bring more changes in their self-organization than using them by affecting alone.

Recommendations:

1. Investing in the democratic, anarchist, and authoritarian style and working to support it and benefit from it in promoting self-organization in the future.
2. Achieving transparency and clarity in the works of physical education teachers in primary schools in the general directorates of Baghdad Education, the research community, in order to reach high levels of democratic, authoritarian, anarchist style.
3. Involve most of the physical education teachers who are distinguished by their vision and experience in the future of the General Directorates of Education in Baghdad, in order to gain the largest possible number of ideas for classroom management and to identify their views and suggestions and embody them on the ground.
4. Increasing the interest of physical education teachers in the General Directorates of Education in Baghdad, the research community, in the democratic style because of its direct impact in promoting self-organization through attention to self-observation and self-evaluation.
5. Activating and increasing external communication networks with other corresponding general directorates, the aim of it is to increase experiences and exchange information with physical education teachers, in addition to facilitating services and dealings with them, thus gaining more successful self-organization for the General Directorates of Education in Baghdad.
6. The necessity of employing physical education teachers in the General Directorates of Education in Baghdad for classroom management in creating more chances for the success of self-organization.
7. The necessity for physical education teachers in the General Directorates of Education in Baghdad to benefit from their good interest in their self-organization and to support this with interest through the development of the democratic style.
8. The necessity of increasing investment by physical education teachers in the general directorates of Baghdad Education in a democratic style in promoting self-organization to achieve more chances of success.
9. Getting the advantage of the chaotic style to make more change, by introducing more visions and ideas that develop the work of physical education teachers in the General

Directorates of Education in Baghdad.

10. The necessity of investment of physical education teachers of the general directorates of Baghdad Education for the nature of the relationship and influence of classroom management in self-organization in order to enhance its ability more to face challenges.

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