

[١١]

Classroom Management Challenges Facing Public School Physical Education Teachers in Kuwait

Dr.

Ahmad Kheder Yousef
Associated Professor
College of Basic Education
Department of
Curriculum and Teaching
Methods

Dr.

Eisa Mohammad Al-Kandari
Associated Professor
College of Basic Education
Department of Educational
Foundation and Administration

Dr.

Omar Ahmad BinGhaith
Associated Professor
College of Basic Education Department of Curriculum
and Teaching Methods

Classroom Management Challenges Facing Public School Physical Education Teachers in Kuwait

Dr. Ahmad Kheder Yousef ^{*}, Dr. Eisa Mohammad Al-Kandari ^{**},
Dr. Omar Ahmad BinGhaith ^{***}

Abstract:

This study sought to determine the challenges of classroom management faced by physical education teachers in public schools in Kuwait. The researchers used a descriptive approach to conduct the study and created a 28-item questionnaire across 3 main dimensions that express some of the difficulties that physical education teachers face when managing their classrooms: difficulties with students, difficulties with teachers, and difficulties with the curriculum. The questionnaire was distributed to 250 randomly selected math teachers from Kuwait's 6 educational zones. The findings revealed that, aside from the challenges related to teachers, the challenges physical education teachers experienced were moderate across all dimensions and the total score. No statistically significant differences emerged between the arithmetic means on the total score or any dimension, except teachers' challenges, due to the gender variable. Moreover, no statistically significant differences occurred between the arithmetic means of the challenges due to the educational region or the school stage. Although statistically significant differences were identified for teachers' challenges and curriculum challenges, no statistically significant differences occurred due to experience in the total score or students' challenges.

Key words: challenges, physical education, classroom management

* Associated Professor- College of Basic Education- Department of Curriculum and Teaching Methods.

** Associated Professor- College of Basic Education Department of Educational Foundation and Administration.

*** Associated Professor- College of Basic Education Department of Curriculum and Teaching Methods.

Introduction:

Physical education is considered an integral part of general education, which aims to enhance human life through a set of activities aimed at comprehensive development. Physical education activities also help achieve psychological balance and relieve psychological stress, which has become an obsession for many in our time. Physical education activities also contribute to instilling and deepening social relationships between members of society and providing them with a good set of characteristics, such as patience, altruism, leadership, and solidarity (El-Hamahmy, 1999).

This all-encompassing and integrated development in the physical education personality target, which has evolved into a fundamental requirement in most modern educational systems, has created the need to build quality educational physical education programs in all elements of the curriculum, with the physical education teacher being the most crucial of these.

According to Al-Khouli (1996), a good physical education teacher is primarily in charge of producing a distinguished generation for the nation because the role extends beyond the technical teaching side to value and behavioral aspects. As a result, the physical education teacher is thought to have a real influence on encouraging students to have positive attitudes and use their abilities to the fullest.

Achieving this desired effect may require overcoming a set of pressures and factors in terms of the nature of specialization and the influencing factors, where the influences on the physical education teacher differ from those on other teachers for several reasons, including difference from theoretical courses in terms of the curriculum, the accompanying noise disturbances in addition to the environments in which education takes place, and the nature of the activities practiced by students, as they are dominated by physical and motor activity. Physical education requires students to move in large areas and share a set of tools and equipment, drawing from the

teacher's already increased attention to security and safety conditions.

When teaching physical education, the management of educational settings may be more challenging than when teaching other subjects for a variety of reasons, which may heighten the difficulties the physical education teacher faces. In order to preserve order and discipline in the educational setting and to guarantee that students gain skills, knowledge, and values, the teacher must properly manage the class. The only way to successfully manage the educational environment in the classroom is to implement effective tactics that will allow the teacher to exert control over the educational process and ensure that pupils benefit from its contents and procedures (Thomson & Liu, 2003).

Statement of the study problem:

It is crucial to ensure that the process of imparting knowledge and developing the skills outlined in the curriculum goes smoothly and without any hitches for every academic course, whether it is theoretical or practical in nature. Course instructors are responsible for recognizing, tracking, and addressing these challenges in order to ensure proper lesson management and the accomplishment of the curriculum goals.

This study aims to shed light on the challenges facing teachers' management of educational environments and classrooms because these challenges are significant issues for teachers, especially new ones, during their teaching as they work to achieve the educational goals of the lessons. Understanding these challenges would assist teachers in identifying the barriers that negatively affect their effectiveness in managing their classroom. It is feasible to analyze these barriers and create solutions to them by recognizing them and clearly highlighting them to teachers and researchers, thereby enabling teachers to exercise classroom management in their classrooms to a greater degree.

In reviewing the educational literature and previous research, the researchers noticed a dearth of studies that dealt with the issue of identifying the obstacles to classroom management in courses of a practical nature, especially physical education courses.

Thus, there is a need to conduct research to identify these obstacles in order to avoid them or address them in the physical education course. As scientific research is the best way to help monitor and identify these problems, the current study investigates this issue in an effort to apply the principles of classroom management more effectively in physical education courses.

Significance of the study:

Most studies examining the challenges of classroom management have dealt with them in traditional classrooms and in theoretical disciplines, indicating that there is a dearth of studies dealing with the challenges facing classroom management in practical disciplines, specifically in physical education, which differs in nature from theoretical disciplines and the nature of their environments.

This study highlights the need to address the challenges facing physical education teachers to help both teachers and researchers direct practical and scientific efforts to confront and overcome the challenges.

This study is also concerned with physical education teachers, who suffer from shortcomings, by highlighting their role and importance in the educational process in order to increase the quality of physical education teachers and their efficiency, thereby contributing to deepening their impact in terms of social and psychological values among students while achieving the objectives of the curriculum.

Terminology of study:

- 1- Physical education teacher: An individual whom educational institutions and colleges of education prepare to fulfill specific roles, beginning with acquiring skills and ending with promoting values among students in society.
- 2- Physical education: This general education component focuses largely on students' development in all of their personality characteristics. The targeted physical activities emphasize holistic and integrated development-physical, social, moral, and mental-in a way that supports society's educational objectives.
- 3- Classroom management: This system seeks to keep the classroom effectively organized. Teachers take specific actions that accomplish this goal in order to provide a conducive learning environment and meet educational objectives (Hiyari, 2017).

Study questions:

- 1- What are the challenges that physical education teachers face in managing their classrooms in public education schools in Kuwait?
- 2- Are there statistically significant differences in the arithmetic means of the challenges physical education teachers face in managing their classroom due to specific variables (i.e., gender, school stage, years of experience, educational region)?

Objectives of the study:

- To identify the challenges that physical education teachers face in managing their classrooms in public education schools in Kuwait.
- To identify any statistically significant differences between the arithmetic means of the challenges faced by physical education teachers in managing their classrooms in public education schools due to specific variables (gender, school stage, years of experience, and educational region).

Theoretical framework:

Concept of physical education:

The perceptions about physical education among pioneers and experts vary. Some look at it from a purely recreational angle while others look at it from a competitive, social, psychological or educational angle. Nichols (2001) indicated that physical education is a set of physical activities that aim to form a fit citizen physically, mentally, and emotionally in addition to a social dimension represented by deepening social bonds among students, which positively reflects on the process of achieving the goals of the curriculum (Abdullah & Badawi, 2006). Al-Khouli (1996) deepened the role of physical education by emphasizing its role in imparting values and improving human performance in all aspects of life.

Importance of physical education:

Within the framework of the educational system, physical education is concerned with achieving the objectives of the curriculum by including a set of skills specific to each academic level or educational stage. The teacher involves students in the physical activities of the course in order to provide them with a set of capabilities and skills that benefit them in various areas of life (Abdullah & Badawi, 2006). Physical education also contributes to enhancing students' psychological balance by helping them control emotions, restrain themselves, engage in commendable competition with others with respect, and instilling a love of excellence while raising the level of ambition (Al-Saad & Fahim, 2004).

It is important to keep in mind the social function that physical education aims to fulfill by strengthening student relationships and educating pupils through constructive social interaction, as an individual cannot develop correctly in isolation. Physical education also contributes to raising students' respect for laws and others by adhering to a set of regulations and rules that regulate their rights and duties while performing skills in various games. Physical education enhances students' leadership skills by engaging them in leading groups of peers in various physical activities (El-Hamahmy, 1999). Physical

education also fosters students' favorable attitudes toward physical education activities as a life system that promotes public health by preventing age-related diseases linked to inactivity (Abdullah & Badawi, 2006).

According to Bailey et al. (2009), school administrators must be aware of the importance of physical education and how it supports students' overall development by concentrating on their physical, social, mental, and psychological well-being in order to maximize its benefits. Ermler et al. (1993) also highlighted the importance of making physical education a core subject and giving it the same attention as other subjects. In their report, UNESCO (2021) made recommendations for all students to participate in physical activity while also emphasizing that, for physical education to succeed in its broad concept, students' individual differences due to different physical abilities, aptitudes, and attitudes must be taken into account.

Given the significance of physical education, teachers are taking on greater responsibility for maintaining the learning environment and making sure that lesson objectives are met by efficiently managing their classroom. The physical education course, like any other course, whether theoretical or practical, has goals and objectives that are achieved through lesson objectives that require teachers to adjust the lessons and apply the principles of classroom management to achieve the greatest benefit. However, physical education lessons are somewhat different in nature from lessons in other courses due to their nature, which include physical and motor activities that require the teacher to maintain order and discipline during educational activities.

Classroom management concept:

It is important to emphasize the process of classroom management as it relates to teachers' duties. Classroom management is more than just upholding and regulating order within the classroom; it is also a measure used in conjunction with a number of other steps, including creating a conducive environment for learning, organizing the physical environment, giving students the essential experiences, and developing appropriate assessment strategies for student performance and

learning (Al-Zaki et al., 2013). From this point forward, the idea of classroom management will be understood to mean that the teacher takes all necessary measures to ensure the provision of a proper educational environment in which all the elements that guarantee the acquisition of knowledge and skills by students are available. Thus, to effectively manage a classroom, the teacher must ensure that information is communicated, pupils easily pick up new skills and experiences, and any obstacles in their path are removed. In other words, a lot of regulation is focused on the education of the children.

Achieving these measures undoubtedly requires teachers to develop a plan in advance for how to manage the classroom so that they can achieve the set goals related to the teaching and learning of students. Iuku (2018) defined classroom management as a process that includes the effective use of all available resources for the benefit of the classroom environment in order to achieve the objectives of the teaching and learning process in the school. Al-Muqeed (2009) followed the same trend by defining classroom management as adapting the activities related to the classroom climate, the student, and the curriculum in order to reach the objective goals related to the education process effectively.

Hiyari (2017) also defined classroom management as a mechanism that aims to maintain effective order within the classroom by the teacher performing certain measures that achieve this purpose in order to create and maintain an appropriate educational climate to reach the educational goals. In line with this perspective, Al-Zaki et al. (2013) mentioned that classroom management is a set of necessary measures to create and maintain an appropriate classroom climate that ensures students' educational and learning processes.

These definitions confirm that classroom management is concerned with creating an appropriate classroom climate for achieving goals easily and without obstacles. The teacher adopts certain strategies within the classroom to maintain the greatest degree of control over the lesson, which helps the students acquire knowledge, skills, and experiences smoothly and easily. Thus, teachers need to employ administrative skills at the micro-

level in the classroom in order to make the optimal investment of the time allotted for each class.

Importance of classroom management:

Without a doubt, the teacher's control over the classroom is ultimately in the best interests of the students because it aims to create a positive environment for learning and teaching that will enable the established educational objectives to be met. Classroom management is so important that it becomes an urgent necessity that requires the teacher to be aware of it, starting from the preparation stage during the university study period and continuing through in-service training as a practicing teacher.

According to Aljih (2017), classroom management is a prerequisite and an important factor on which all efforts of educational systems depend for planning, building legislation, and setting goals, as what happens in the classroom determines the success or failure of these efforts. Classroom management has a number of benefits that reflect its importance in the educational field at all educational levels. Students acquire positive characteristics, such as self-discipline, respect for order, and respect for each other, through the teacher's keenness to continuously urge those values and apply them while managing classes (Shaker, 2020).

Classroom management aids the teacher in maintaining control over the environment, which is influenced by students' behavior and how much they interact with the teacher during lectures (Aljeh, 2017). A successful classroom environment requires the teacher to deal skillfully and professionally with any situations that disturb the system and cause chaos in the classroom through good management. Teachers must deal with each situation with vigilance and in a way that restores stability to the classroom. Psychological studies have also demonstrated that good classroom management helps teachers achieve students' educational goals, as it increases the effectiveness of teaching and students' acquisition of knowledge and values. Therefore, educational specialists link the achievement of

quality education within the classroom to the effective application of classroom management (Al-Zaki et al., 2013).

Classroom management enables teachers to manage class time and allocate resources efficiently. Good classroom management leads to a greater investment in class time by building the study plan for the class in advance. Teachers set educational goals and then distribute class time to the activities and tasks performed with students, making good use of the time; as a result, the effort exerted by the teacher and students is saved (Yussif, 2019).

Ben Aziza and Boutrih (2020), in reference to the appropriate use of educational means, indicated that strong classroom management aids the teacher in using educational aids more effectively through careful planning of their usage. Classroom management also helps create a positive learning environment that promotes the positive interaction between the teacher and students, which takes place when the teacher plans to conduct certain activities that need a special atmosphere that can be provided through good lesson management (Al-Jumaili & Al-Jubouri, 2009).

Classroom management justifications:

The teacher's successful management of the classroom is an important matter that must be highlighted by those in charge of the educational process, as successful classroom management helps ensure the achievement of the course objectives. Therefore, classroom management is an urgent necessity that requires application in schools and at all educational levels. Justifications supporting classroom management include the following:

- 1- Classroom management helps the teacher make good use of the resources and means allocated for teaching, which in some neighborhoods are scarce; classroom management helps the teacher exploit available resources to achieve the highest results, which increases teaching efficiency within the classroom.
- 2- By letting students discover their abilities, potentials, and what they can do in a suitable learning environment, effective classroom management is seen as a facilitator for

learners to reach the proper levels of capacity that curricula aspire to achieve.

- 3- In addition to promoting positive interactions within the classroom, effective classroom management creates a favorable atmosphere for the development of positive relationships among students and with the teacher.
- 4- There is an urgent need within the classroom to spread the culture of hard work in addition to instilling a spirit of competition among students, which makes classroom management an important factor for providing the appropriate environment to achieve these purposes through the teacher's encouragement and control.
- 5- What makes classroom management an urgent necessity is its ability to provide an appropriate classroom environment through which the objectives of the lessons are achieved. Classroom management helps the teacher adjust the lessons and provide all the factors that help communicate the information and, thus, achieve the goals.
- 6- Class time needs a process of control and coordination in order to cover the lesson contents by distributing study activities within class time; classroom management allows the teacher to manage time effectively and not waste time on distracting factors, whether from the students or the teacher (Isuku, 2018).

Classroom management principles:

The teacher must take into account a number of factors in order to establish a suitable learning environment in the classroom. Competent classroom management aids in removing management-related barriers to learning, based on Rabady and Ray's (2017) recommendations:

- 1- Teacher take care of themselves before taking care of the students. The idea of this principle is based on teachers' ability, willingness, and ability to manage the classroom. Teacher should prepare themselves through good sleep and healthy nutrition to ensure focus and activity while performing their role. The mentally present teacher can make decisions and solve problems related to the class and the

- students with greater accuracy, while fulfilling the primary role of delivering information to the students.
- 2- Teachers should build a good relationship with students. A positive relationship between teachers and students leads to the creation of a stimulating and fruitful classroom environment in which information and values flow to the students with the help of a true representation of human relationships.
 - 3- Teachers should set controls and limits and establish expectations within the educational situation. Building human relationships that reflect the positive relationship between teachers and students is not considered sufficient to manage the educational situation unless a set of controls and limits to which both parties adhere are available. Students need a classroom environment that is organized and driven according to a number of controls and limits to ensure the progress of the teaching and learning process according to a consistent system. The state of commitment fosters a kind of seriousness and mutual respect between teachers and students, so that both perform their roles and what is expected of them.
 - 4- Teachers should adopt a method based on strength. Teachers should build deep relationships with different categories of students, whether positive or negative. This method urges teachers to search for, deepen their understanding, and reach the roots of the problem in order to understand and treat it properly. This principle also calls for teachers to use a language of dialogue and commentary commensurate with students' behavior that motivates and encourages them to demonstrate the desired behavior. When students show negative behaviors, teachers should use the appropriate words according to the event. Finally, the application of this principle requires that teachers consider cultural differences among students and deal with individual students according to their cultural backgrounds that explain and justify their behaviors inside the classroom.
 - 5- Parents should be involved in the educational process. The idea behind this notion is that every student is someone's

child. Building communication bridges between teachers and parents is necessary because parents have expertise and information about their children's learning needs and can provide necessary suggestions to teachers, thereby increasing their knowledge about students' needs. Taking these needs into account in the classroom increases the effectiveness of education and reflects good management by the teacher.

Previous studies:

Al-Rifadi and Al-Jarari (2022) conducted a descriptive study to determine the severity of classroom issues among secondary school instructors. They administered a 38-item questionnaire to a randomly selected group of 380 male and female teachers working in 22 schools in the city of Benghazi. The outcomes showed that, in terms of both the research tool's overall score and its four dimensions, secondary school teachers in Benghazi experienced challenges to a moderate degree. There were statistically significant differences in teachers' viewpoints due to gender but not due to the specialization variable (scientific versus literary) or experience, except for the curriculum dimension.

Bakr and Daoudi (2020) examined classroom problems that newly appointed primary teachers in Aflou City schools faced. The researchers used a descriptive method to conduct the study by developing a questionnaire consisting of 45 classroom problems distributed along five main axes (i.e., teachers, students, curriculum, school administration, and parents). The study sample consisted of 83 male and female newcomers working in primary schools in Aflou. The results indicated that the new primary school teachers faced problems related to, in order, students, curricula, parents, teachers, and school environment. There were no statistically significant differences in respondents' answers due to gender, but there were statistically significant differences due to the study subject and the teaching phase.

Buhais (2018) conducted a study aimed at identifying classroom management difficulties that upper elementary teachers faced in the schools of the South Hebron Directorate in

Palestine as well as proposing the best ways to address classroom management problems. The study adopted an analytical descriptive approach due to its suitability for the objectives. Buhais used a questionnaire to collect data from a sample of 135 male and female teachers working in schools in South Hebron. The results showed that the teachers faced a moderate level of classroom management difficulties. The level of classroom management difficulties related to behavioral aspects was moderate whereas the level related to the school environment high.

Al-Dalabeh and Al-Momani's (2017) study aimed to identify obstacles facing teachers in Mafraq schools when applying classroom management strategies. The researchers applied a descriptive method and designed a 45-item questionnaire focused on three axes representing three areas of classroom management: administrative, educational, and social. The sample of 380 male and female teachers was randomly selected from the study population. The participants ranked administrative obstacles highest, followed by social obstacles and educational obstacles. There were no statistically significant differences in respondents' points of view due to gender or educational experience.

Soleimani and Razemjo's (2016) qualitative study sought to identify the most common challenges English language teachers face in classroom management and then propose appropriate solutions. The researchers selected a random sample of 30 teachers working in private language schools in the city of Shiraz and used a semi-structured interview to collect data from the study sample. The participants identified three challenges to classroom management, ranking them in order: educational challenges, behavioral and psychological challenges, and contextual challenges. The researchers offered strategic proposals to address classroom management problems for each of the challenge areas.

Al-Afandi (2014) conducted a study to determine the issues with classroom management that teachers in the Syrian Arab Republic's first stage of basic education encounter. Using

a 46-item questionnaire, the researcher adopted a descriptive strategy to conduct the study. The researcher also employed 42 items on an observation card, which was divided into four primary categories: traditional style, chaotic style, authoritarian style, and democratic style. The researcher ranked the categories in terms of popularity based on the participants' data, as follows: conventional approach, chaotic style, authoritarian style, and democratic style. The results also highlighted a set of classroom management problems, where problems related to the teacher were ranked first, followed by problems related to students and, finally, related to the classroom environment.

The results showed statistically significant differences in respondents' answers due to gender, years of experience, educational qualification, school region, and classroom management style.

Makhamra (2012) identified classroom management problems facing secondary school teachers in the Hebron Governorate. Using a descriptive method, the researcher administered a questionnaire to a random sample of 93 male and female teachers working in secondary schools in the Hebron Governorate (North, Central, and South Hebron).

The results indicated that the secondary school teachers faced a moderate level of classroom management problems. There were no statistically significant differences in the answers due to gender, educational qualification, years of experience, or directorate.

To identify variables that can affect secondary school teachers' ability to manage their classrooms, Al-Jumaili and Al-Jubouri (2009) administered a 50-item questionnaire distributed across five dimensions relevant to the descriptive approach: classroom rules and instructions, teaching reinforcements, an appropriate environment, motivation in teaching, and classroom problems. The study sample consisted of 280 teachers employed in secondary schools in the Al-Qadisiyah Governorate who were chosen randomly.

The study findings showed statistical differences due to gender and school type, favoring female students and private schools.

Comment on previous studies:

As the reviewed studies demonstrate, a descriptive approach has frequently been used to learn about instructors' perspectives of the difficulties they face when administering courses. Moreover, the majority of studies are Arabic studies, most of which used questionnaires as the primary method. The reason for this could be that questionnaires allow researchers to get results quickly, especially when converted into an electronic form. Electronic questionnaires can be easily distributed to participants via electronic links sent to their smart phones or e-mail addresses.

In addition, the majority of findings from existing research gauging the degree of hurdles, issues, and/or challenges to classroom management showed a medium degree of difficulty. In order to control these challenges and keep the classroom environment free of distractions and chaos that hinder the process of teaching and learning, research must be conducted not only to identify the types of challenges, but also to suggest various strategies for addressing them.

Methods:

Study methodology:

The current study adopted a descriptive approach, which is effective for accurately describing, diagnosing, analyzing, and interpreting the phenomena under study as well as disclosing the effects and connected variables related to the studied educational problem (Beins & McCarthy, 2012).

Study population and sample:

The study population consisted of physical education teachers in public education schools in Kuwait, distributed over six educational regions: Asima (the capital), Hawalli, Farwaniya, Mubarak Al-Kabeer, Al-Ahmadi, and Al-Jahra. The study sample was selected by converting the study tool into an electronic image through Google Drive forms, which was then published to the target group through electronic physical education teacher groups until 250 valid responses were obtained. The answers of the available sample are distinguished by honesty due to the participation of its members in answering

the study tool without pressure and on a voluntary basis (Al-Kandari & Al-Kandari, 2020).

Table (1)
Study sample, according to its demographic data

Variable Categories		N
Gender	Male	104
	Female	178
Educational Stage	Primary	151
	Intermediate	70
	High	61
Experience	1 to 5 years	120
	6 to 11 years	46
	More than 11 years	116
Educational District	Ahmadi	87
	Jahra	23
	Asima	32
	Farwainya	65
	Hwalli	29
	Mubarak Al-Kabee	46

Study instrument:

The researchers designed a closed questionnaire to collect data from the respondents. The questionnaire consisted of 25 items distributed on three dimensions that represent some areas of challenges physical education teachers face when managing their classrooms.

Validity of the study instrument:

The validity of the study instrument was verified using two methods: content validity and construct validity.

In terms of content validity, six arbitrators with experience and expertise in educational administration, teaching methods, measurement, and evaluation reviewed the study instrument in its initial form, which included 25 items. They were asked to provide their opinions on the validity of the scale in terms of the appropriateness of the linguistic and scientific accuracy of the items as well as the clarity and proper formulation of the items. The scale's 25 items were revised, as necessary, based on the arbitrators' opinions.

In terms of construct validity, the correlations between items and the dimension to which they belong as well as the total degree were extracted, as shown in Table (2).

Table (2)
Correlations among items, dimension, and total degree

Item n#	Correlation between Item and Dimension	Correlation with Total Degree
1	**0.61	**0.53
2	**0.52	**0.59
3	**0.60	**0.67
4	*0.41	**0.70
5	**0.44	*0.53
6	**0.56	**0.59
7	**0.53	**0.61
8	**0.63	**0.70
9	**0.43	**0.52
10	**0.56	**0.67
11	*0.39	**0.50
12	**0.50	*0.49
13	**0.61	*0.45
14	**0.55	*0.65
15	*0.41	**0.54
16	**0.51	**0.50
17	**0.51	**0.63
18	**0.48	**0.68
19	**0.46	**0.54
20	**0.50	**0.54
21	**0.53	**0.70
22	**0.60	**0.71
23	**0.47	**0.65
24	**0.50	**0.54
25	*0.41	**0.56

* Significant at $\alpha=0.01$ ** significant at $\alpha=0.05$

Table (2) shows that all of the correlation coefficient values were statistically significant, over 0.30, and positive, demonstrating that the study tool had the necessary construct validity. The coefficients of the correlation of domains to each

other and to the total degree were also extracted; Table (3) shows the values of these coefficients.

Table (3)
Correlations between domains and total degree

n#	Domain	Students' challenges	Teachers' challenges	Curriculum challenges	Total Degree
1	Students' challenges	1	0.78	0.81	0.89
2	Teachers' challenges		1	0.85	0.90
3	Curriculum challenges			1	0.86

Table (3) shows that every correlation value was acceptable and appropriate for the purposes of the current study, demonstrating a good level of construct validity for the study instrument.

Reliability of the study instrument:

The reliability of the study instrument was verified by extracting the internal consistency in terms of the Cronbach's alpha equation based on item statistics, after applying the study instrument to an exploratory sample (i.e., 30 teachers) from outside the basic study sample. Table (4) shows the stability values.

Table (4)
Reliability values in terms of internal consistency using Cronbach's alpha equation

n#	Dimension	Cronbach's Alpha
1	Students' challenges	0.81
2	Teachers challenges	0.83
3	Curriculum challenges	0.79
Total Degree		0.85

Table (4) demonstrates that the reliability measured by Cronbach's alpha varied between 0.79 and 0.83, with an overall score of 0.85, making all of them suitable for the demands of the current study.

Correction of the study tool:

To judge the arithmetic mean, the following equation was used: (The highest value in the scale- the lowest value in the scale) / 3 = 3/(1-5) =1.33

Thus, the arithmetic mean can be judged as follows:

1-2.33: low, 2.34- 3.67: moderate, 3.68- 5: high

Statistical treatment:

To answer the study questions, arithmetic means and standard deviations as well as a multiple analysis of variance (MANOVA) were used.

Findings:

What are the challenges that physical education teachers face in managing their classrooms in public education schools in Kuwait?

To answer the first research question, the arithmetic means and standard deviations were extracted for the challenges that physical education teachers face in classroom management. Table (5) shows the values of these averages and the standard deviations.

Table (5)

Arithmetic means and standard deviations of the challenges that physical education teachers face in classroom management

n#	Dimension	Arithmetic Mean	Standard Deviation	Rank	Level
3	Curriculum challenges	2.99	0.95	1	moderate
1	Students' challenges	2.93	0.77	3	moderate
2	Teachers' challenges	1.96	0.81	2	low
	Total Degree	2.60	0.68		moderate

Table (5) shows moderate challenges for physical education teachers in class management, with an arithmetic mean of 2.60 and a standard deviation of 0.68; all dimensions were within the average degree, as the arithmetic means ranged between 1.96 and 2.99. Ranked first was curriculum challenges, with an arithmetic mean of 2.99 and a standard deviation of

0.95; ranked last was students' challenges, with an arithmetic mean of 2.93 and a standard deviation of 0.77.

Students' challenges:

Table (6)
Arithmetic means and standard deviations of students' challenges in descending order

n#	Item	Arithmetic Mean	Standard Deviation	Rank	Level
5	There is a clear discrepancy in the levels of students' performance skills.	3.77	0.96	1	High
4	Students do not easily master the skills .required of them	3.27	1.01	2	Moderate
1	I notice a weakness in students' motivation toward acquiring skills in physical education lessons.	3.16	1.10	3	Moderate
2	I notice students' lack of concentration during .the lesson	3.09	1.14	4	Moderate
7	Some students bully their classmates while doing group skills.	2.83	1.24	5	Moderate
8	Riots increase during class.	2.68	1.39	6	Moderate
3	I feel the lack of student interaction during the class.	2.62	1.17	7	Moderate
6	I monitor notable absences from physical education classes.	2.00	1.08	8	Low
	Total Degree	2.93	0.77		Moderate

Table (6) shows that the level of students' challenges that physical education teachers face when managing the lesson was moderate, as the arithmetic mean was 2.93 with a standard deviation of 0.77. Item 5 "There is a clear discrepancy in the levels of students' performance skills" ranked first, with an arithmetic mean of 3.77 and a standard deviation of 0.96,

indicating a high level. Item 6 "I monitor notable absences from physical education classes" ranked last, with an arithmetic mean of 2.00 and a standard deviation of 1.08, indicating a low level.

Teachers' challenges:

Table (7)
Arithmetic means and standard deviations of teachers' challenges in descending order

n#	Item	Arithmetic Mean	Standard Deviation	Rank	Level
10	I find it difficult to use various tools to assess students.	2.49	1.23	1	Moderate
17	I feel that I lack passion in teaching physical .education content	2.17	1.33	2	Low
16	I find it difficult to deal with students with special .cases	2.06	1.13	3	Low
13	I find it difficult to motivate the students to participate in the lesson .activities	2.01	1.10	4	Low
9	I find it difficult to control students' behavior during the .lesson	1.96	1.15	5	Low
12	I find it difficult to .manage class time	1.91	1.19	6	Low
11	I lack experience .teaching physical skills	1.90	1.13	7	Low
15	It is difficult for me to prevent unwanted behavior during the .lesson	1.85	1.13	8	Low
15	I find it difficult to form positive relationships with students.	1.31	0.80	9	Low
Total Degree		1.96	0.81	Low	

Table (7) reveals that the level of teachers' challenges was low, as the arithmetic mean was 1.96 and the standard deviation

was 0.81. Item 10 "I find it difficult to use various tools to evaluate students" ranked first, with an arithmetic mean of 2.49 and a standard deviation of 1.23. Item 14 "I find it difficult to form positive relationships with students" ranked last, with an arithmetic mean of 1.31 and a standard deviation of 0.80, indicating a low level.

Curriculum challenges

Table (8)

Arithmetic means and standard deviations of curriculum challenges in descending order

n#	Item	Arithmetic Mean	Standard Deviation	Rank	Level
١٨	Current physical education .curricula lack the thrill	3.27	1.34	1	Moderate
٢٢	I see that the current curricula of physical education do not develop the .creative abilities of students	3.20	1.28	2	Moderate
٢٣	The current curricula in physical education do not develop students' higher-.order thinking skills	3.19	1.20	3	Moderate
٢٤	The current physical education curricula do not take into account the comprehensive development of students (mentally, psychologically, physically, etc.).	3.05	1.26	4	Moderate
١٩	I feel that the physical activities in the curriculum .are not enough	2.99	1.29	5	Moderate
٢١	I feel that the curricula in physical education do not take into account individual .differences among students	2.96	1.26	6	Moderate
٢٠	I feel that the content of the skills taught in the physical .education lesson is too long	2.88	1.30	7	Moderate
٢٥	I find it difficult to develop values in students through the current curricula of .physical education	2.37	1.03	٨	Moderate
Total Degree		2.99	0.95	Moderate	

Table (8) shows that the level of curriculum challenges was moderate, as the arithmetic mean was 2.99, with a standard deviation of 0.95. Item 18 "Current physical education curricula lack the thrill" ranked first, with an arithmetic mean of 27.3 and a standard deviation of 134, indicating a moderate level. Item 25 "I find it difficult to develop values among students through the current curriculum of physical education" ranked last, with a 2.37 arithmetic mean and a standard deviation of 1.03, indicating a moderate level.

Are there statistically significant differences in the arithmetic means of the challenges physical education teachers face in managing their classrooms due to specific variables (i.e., gender, school stage, years of experience, and educational region)?

To answer this question, the arithmetic means and standard deviations were extracted for the challenges that physical education teachers face in managing their classroom due to gender, school stage, years of experience, and educational region. Tables (9) through (12) show the arithmetic means and standard deviations of the challenges that physical education teachers face in managing their classroom.

Table (9)
Arithmetic means and standard deviations of challenges physical education teachers face in classroom management according to gender

Dependent Variable		Mean
Students' challenges	male	2.86
	female	2.92
Teachers' challenges	male	1.74
	female	1.98
Curriculum challenges	male	2.98
	female	2.97
Total Degree	male	2.50
	female	2.60

Table (9) shows apparent differences in the arithmetic means of the challenges faced by physical education teachers according to gender. To determine whether these differences are statistically significant, a multiple analysis of variance was extracted, as shown in Table (13).

Table (10)
Arithmetic means and standard deviations of challenges physical education teachers face in classroom management according to education stage

Dependent Variable Education Stage		Mean
Students' challenges	Primary	2.91
	Intermediate	2.89
	High	2.87
Teachers' challenges	Primary	1.86
	Intermediate	1.92
	High	1.80
Curriculum challenges	Primary	3.09
	Intermediate	3.02
	High	2.81
Total Degree	Primary	2.59
	Intermediate	2.59
	High	2.46

Table (9) shows apparent differences in the arithmetic means of the challenges physical education teachers face in managing their classroom according to the educational stage. To determine whether these differences are statistically significant, a multiple analysis of variance was extracted, as shown in Table (13).

Table (11)
Arithmetic means and standard deviations of challenges physical education teachers face in classroom management according to experience

Dependent Variable Experience		Mean
Students' challenges	1 to 5 years	2.95
	6 to 11 years	2.72
	More than 11 years	3.00
Teachers' challenges	1 to 5 years	2.09
	6 to 11 years	1.63
	More than 11 years	1.86
Curriculum challenges	1 to 5 years	2.84
	6 to 11 years	2.94
	More than 11 years	3.14
Total Degree	1 to 5 years	2.61
	6 to 11 years	2.40
	More than 11 years	2.63

Table (11) highlights noticeable disparities in the arithmetic means of the challenges physical education teachers face in managing their classrooms depending on experience. To determine whether these differences are statistically significant, a multiple analysis of variance was extracted, as shown in Table (13).

Table (12)
Arithmetic means and standard deviations of challenges physical education teachers face in classroom management according to educational region

Dependent Variable		Mean
Students' challenges	Ahmadi	2.83
	Jahra	3.13
	Asima	2.72
	Farwaniya	2.94
	Hawalli	2.93
	Mubarak Al-Kabeer	2.79
Teachers' challenges	Ahmadi	1.91
	Jahra	1.90
	Asima	1.79
	Farwaniya	1.87
	Hawalli	1.82
	Mubarak Al-Kabeer	1.88
Curriculum challenges	Ahmadi	2.87
	Jahra	3.22
	Asima	2.74
	Farwaniya	2.98
	Hawalli	3.07
	Mubarak Al-Kabeer	2.97
Total Degree	Ahmadi	2.51
	Jahra	2.72
	Asima	2.39
	Farwaniya	2.57
	Hawalli	2.57
	Mubarak Al-Kabeer	2.52

Table (12) shows apparent disparities in the arithmetic means of the difficulties that physical education teachers must overcome in managing their classrooms according to the educational region. To determine whether these differences are

statistically significant, a multiple analysis of variance was extracted, as shown in Table (13).

Table (13)

MANOVA test results to examine the significance of differences in arithmetic means of challenges physical education teachers face in managing their classrooms according to gender, school stage, years of experience, and educational region

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	Students' challenges	.162	1	.162	.274	.601
	Teachers' challenges	2.775	1	2.775	4.367	.038
	Curriculum challenges	.004	1	.004	.005	.947
	Total Degree	.502	1	.502	1.083	.299
School Stage	Students' challenges	.081	2	.040	.068	.934
	Teachers' challenges	.476	2	.238	.375	.688
	Curriculum challenges	3.347	2	1.674	1.886	.154
	Total Degree	.717	2	.358	.774	.462
Experience	Students' challenges	2.251	2	1.126	1.900	.152
	Teachers' challenges	7.203	2	3.602	5.668	.004
	Curriculum challenges	5.408	2	2.704	3.047	.049
	Total Degree	1.738	2	.869	1.876	.155
Educational Region	Students' challenges	2.636	5	.527	.890	.488
	Teachers' challenges	.393	5	.079	.124	.987
	Curriculum challenges	3.565	5	.713	.803	.548
	Total Degree	1.375	5	.275	.594	.705
Error	Students' challenges	160.591	271	.593		
	Teachers' challenges	172.187	271	.635		
	Curriculum challenges	240.465	271	.887		
	Total Degree	125.526	271	.463		
Total	Students' challenges	2581.938	282			
	Teachers' challenges	1268.926	282			
	Curriculum challenges	2772.906	282			
	Total Degree	2036.546	282			

Table (13) shows that there are no statistically significant differences in the arithmetic means of the challenges that

physical education teachers face in managing their classrooms due to gender on the overall degree and on all dimensions. In terms of significance, F values are greater than 0.05 for each case, with the exception of the teachers' challenges dimension, where the F value was 4.367 in favor of female teachers.

In addition, there were no statistically significant differences in the arithmetic means due to educational region or educational stage on the total degree and on all dimensions. The significance of the F values was greater than 0.05 for each case. Finally, there were no statistically significant differences in arithmetic means according to experience on the total degree and on students' challenges. The significance of the F values was greater than 0.05 for each case. However, there were statistically significant differences in the arithmetic means for teachers' challenges and curriculum challenges, as the significance of the F values was less than 0.05 for each case. To determine the return of these differences, a Scheffe test was used, as Table (14) indicates.

Table (14)
Scheffe test results for differences in arithmetic means between teachers' challenges and curriculum challenges according to different experience categories

Dependent Variable	Experience(I)	Experience(J)	Mean Difference (I-J)	Sig.
Teachers' challenges	1 to 5 years	6 to 11 years	.4061*	.014
		More than 11 year	.2361	.077
	6 to 11 years	1 to 5 years	-.4061*	.014
		More than 11 year	-.1700	.474
Curriculum challenges	1 to 5 years	6 to 11years	-.0437	.965
		More than 11 year	-.2810	٤٠.0
	6 to 11 years	1 to 5 years	.0437	.965
		More than 11 year	-.2373	.353

Table (14) demonstrates that the differences in the arithmetic means of teachers' challenges are due to teachers with limited experience (1–5 years), meaning these teachers face

more challenges. For curriculum challenges, the differences favor those with extensive experience (more than 11 years), meaning these teachers face more challenges than others.

Discussion

What are the challenges that physical education teachers face in managing their classrooms in public education schools in Kuwait?

The results of the statistical analysis showed that the total degree of challenges facing physical education teachers was medium, which suggests that there is a difference and variation in the participants' responses to the questionnaire. This finding aligned with the results of the studies by Al-Rafadi and Al-Jarari (2022), Buhais (2018), and Makhamra (2012), while it differed from the results of Al-Jumaili and Al-Jubouri's (2009) study, which showed that the informants do not suffer from the factors that affect classroom management.

The reason for this result may be that the physical education programs in some colleges, such as the College of Basic Education in Kuwait, do not include a classroom management course, leading to weaknesses in physical education teachers' class management skills in general. The teachers' challenges dimension showed a low level of impact, indicating that teachers had an acceptable level of classroom management skills. Thus, perhaps the in-service training programs that the Ministry of Education provides, as represented, have an impact on and play a role in developing class management skills among physical education teachers.

Students' challenges:

The findings related to this dimension showed that participants' experienced moderate challenges. This finding can be explained by the variation in students' physical preparations for learning skills. Some may suffer from weaknesses or slowness in acquiring skills, while others are characterized by their speed in acquiring skills due to their high physical readiness. The researchers believe that the greater the number of students with low physical readiness, the more difficult it is to

control the time of the class, which may lead to difficulty in managing it.

The results also showed a discrepancy in the participants' assessment of students' motivation toward physical education lessons, noting that students' motivation is considered one of the factors affecting teachers' management of the classroom (Soleimani & Razemjo, 2016). This result raises questions about the difference in the teachers' perspective about students' motivation toward the physical education lesson, contrary to what is known of students' positive attitudes and their close positive association with the physical education lesson.

Based on researchers' knowledge of the reality of teaching physical education in schools, some teachers strive to achieve the goals of the curriculum using various skills. As a functional duty, their attitudes differ from those of the general student body in terms of, for example, the skills needed for individual games, which do not motivate or encourage students to participate effectively in the physical education class. The physical education class is a physical activity that is abstract from the school curriculum, and students practice their favorite skills, such as team games, especially football.

Teachers' Challenges:

The data indicated that participants experienced teachers' challenges to a low degree. This finding was consistent with those of Bakr and Daoudi (2020) and Al-Afandi (2014), whose students also indicated the presence of some teacher-related factors influencing classroom management. This result indicates that physical education teachers have good capabilities in class management, which is perhaps due to the ease of their current teaching load. On average, physical education teachers teach 4 classes each week, which allows for better lesson planning and reduces work pressure. In addition, they teach a moderate number of students in the classroom in Kuwait, where the average number does not exceed 25 students. The Ministry of Education has made efforts in the last 5 years to train physical education teachers in different teaching skills and raise their efficiency.

Curriculum challenges:

According to the participants, curriculum challenges affected their classroom management to a moderate degree, which agrees with Bakr and Daoudi's (2020) results showing the presence of some curriculum-related factors affecting classroom management. The findings were justified by the clear difference in the type of curriculum currently used in schools for boys and girls. Physical education for boys in all stages of education deliberately teaches the curriculum based on objectives according to Kuwait's educational system. For female students, the curriculum is based on competencies the Ministry of Education adopted in 2016. This system requires twice the efforts in the planning, implementation, and evaluation processes, which may not be improved by all teachers. This difference may affect teachers' point of view in assessing the curriculum-related challenges they face. In addition, the nature of the curriculum challenges differs for middle and high school teachers, meaning differences in school stage may affect how physical education teachers perceive the curriculum-related challenges they face.

Are there statistically significant differences in the arithmetic means of the challenges physical education teachers face in managing their classroom due to specific variables (i.e., gender, school stage, years of experience, educational region)?

The results addressing this question indicated statistically significant differences in the arithmetic means of the challenges that physical education teachers face in managing classes according to demographic variables.

The data showed no statistically significant differences in arithmetic means due to gender for the total degree as well as students' challenges and curriculum challenges. Statistically significant differences were identified for teachers' challenges in favor of female teachers. The absence of differences in the total score for gender aligns with findings from the studies of Bakr and Daoudi (2020), Al-Dalabeh and Momani (2017), and Makhamra (2012) but differs from the results of Al-Rafadi and Al-Jarari (2020), Al-Afandi (2014), and Al-Jumaili and Al-Jubouri (2009).

This result, especially with regard to the differences in teachers' challenges, indicates that female physical education teachers face challenges in managing classroom more often than males. One explanation for this finding might be due to the different type of curriculum used in teaching physical education in female schools, which uses a competency-based approach. Such an approach requires more effort in planning, implementation, and evaluation than the goals-based curriculum system used in physical education for males.

Furthermore, no statistically significant differences were identified in the arithmetic means of the challenges physical education teachers face in managing lessons based on experience for the total degree or students' challenges. However, statistically significant differences emerged for teachers' challenges and curriculum challenges.

The absence of statistically significant differences due to experience in the total score supports the results of Al-Rafadi and Al-Jarari (2022), Dalabeh and Momani (2017), and Makhamra (2012) but differs from the findings of Bakr and Daoudi (2020) and Al-Afandi (2014). The analysis indicated statistically significant differences due to experience in teachers' challenges among novice teachers (i.e., 1-5 years of experience).

One reason for this finding is the coronavirus pandemic, which has impacted newly graduated physical education teachers; they were not assigned any teaching duties related to the physical education curriculum during this time and focused on administrative and organizational tasks, which may have affected their teaching competencies.

In addition, physical education teachers have not been able to take as many in-service training courses as other teachers during the pandemic due to the cessation of in-person training programs and time constraints. Finally, the pandemic has led to a shift away from direct contact with students, which requires different skills for managing classes prior to the pandemic, especially given the nature of physical education.

Recommendations:

In light of the objectives and results of the study, the researchers recommend the following:

- 1- Spread awareness amongst students to cooperate with their teachers by controlling their behaviors in classrooms.
- 2- Spread awareness amongst school principals to provide physical education teachers with the resources needed to effectively manage their classrooms.
- 3- Increase physical education teachers' supervision, especially for new teachers, to ensure good classroom management.
- 4- Provide new physical education teachers with sufficient training courses in classroom management.
- 5- Teach classroom management during the pre-service stage as a compulsory subject.
- 6- Increase awareness amongst the Ministry of Education officials regarding the importance of classroom management for physical education teachers due to the nature of the subject.

References:

- Abdullah, E. E.-D., & Badawi, B. (2006). Methods of teaching physical education between theory and practice. Dar Al-Wafaa.
- Al-Afandi, A. (2014). Classroom management problems facing teachers in the first cycle of basic education: a field study in the schools of the northern region in the Syrian Arab Republic [Unpublished master's thesis]. Aleppo University, Syria.
- Al-Dalabeh, H., & Al-Momani, H. (2017). Obstacles faced by teachers of national and civic education in implementing classroom management strategies from their point of view in Mafraq Governorate. Academic Scientific Journal of Denmark, 20, 9-40.
- Aljeh, M. (2017). The role of classroom management in academic achievement from the point of view of middle school teachers: A field study on a sample of middle school teachers in the municipality of Hammam Ad-Dhalea [Unpublished master's thesis]. Mohamed Boudiaf University-M'sila, Algeria.
- Al-Jumaili, A., & Al-Jubouri, W. (2009). Some factors influencing classroom management among members of the teaching staff in secondary schools. Al-Qadisiyah Journal of Arts and Educational Sciences, 8(1), 149-166.
- Al-Kandari, Y., & Al-Kandari, M. (2020). Youth attitudes towards corruption issues in Kuwaiti society. Jordan Journal of Social Sciences, 13(3), 335-364.
- Al-Khouli, A. (1996). Fundamentals of physical education and sports. Dar Efker Alarabi.
- Al-Muqeed, A. (2009). Classroom management problems facing primary school teachers in UNRWA schools in Gaza and ways to overcome them [Unpublished master's thesis]. Islamic University, Gaza.

- Al-Rafadi, M., & Al-Jarari, K. (2022). Classroom management problems among secondary school teachers in the city of Benghazi. *Al Manara Scientific Journal*, 4, 213–230.
- Al-Saad, N., & Fahim, N. (2004). *Teaching methods in physical education* (2nd ed.). Book Activity Center.
- Al-Zaki, A., Al-Khazaleh, M., & Al-Sakhni, H. (2013). *Classroom management between theory and practice*. Wael Publishing House.
- Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Standford, R., & BERA Physical Education and Sport Pedagogy Special Interest Group. (2009). The educational benefits claimed for physical education and school sport: An academic review. *Research Papers in Education*, 24(1), 1–27. doi:4.10.1080/02671520701809817
- Bakr, S., & Daoudi, M. (2020). Classroom problems facing new primary school teachers in Aflou City schools. *Al-Jameh Journal of Psychological Studies and Educational Sciences*, 1(5), 204–228.
- Beins, B. and McCarthy, M. (2012). *Research Methods and Statistics*, person. Cambridge University Press. Ben Aziza, B., & Boutrih, Y. (2020). Classroom management styles and their role in modifying some behavioral problems among secondary school students [Unpublished master's thesis]. University of Muhammad Al-Siddiq Ibn Yahya–Jijel, Algerian Republic.
- Buhais, J. (2018). Difficulties in classroom management among teachers of the upper basic stage in March, South Hebron Directorate, from their point of view. *Journal of the Palestine Technical College for Research and Studies*, 5, 323–372.
- El-Hamahmy, M. (1999). *The development of educational thought in the field of physical education*. Book Center for Publishing.

- Ermler, K., Kovar, S., & Reinders, S. (1993). The effect of three different lifetime fitness class structures on the various fitness parameters of college students. *Physical Educator*, 50, 52–56.
- Hiyari, I. (2017). Definition of class management. https://mawdoo3.com/%D8%AA%D8%B9%D8%B1%D9%8A%D9%81_%D8%A5%D8%AF%D8%A7%D8%B1%D8%A9_%D8%A7%D9%84%D8%B5%D9%81
- Isuku, E. J. (2018). Classroom management and problems associated with it. In O. Kolawole & B. Lawal (Eds.), *A handbook of teaching practice*. Faculty of Education, University of Ibadan.
- Makhamra, K. (2012). Classroom management problems in secondary schools in Hebron Governorate from teachers' point of view. *Psychological and Educational Studies*, 8, 132–163.
- Nichols, B. (2001). *Moving and learning: The elementary school physical education experience* (3rd ed.). McGraw-Hill College.
- Rabady, S., & Ray, B. (2021). Classroom management: 5 principles of outstanding classroom management. *Edutopia*. <https://www.edutopia.org/article/5-principles-outstanding-classroom-management>
- Shaker, A. (2020). The importance of classroom management in educational teaching. <https://e3arabi.com/educational-sciences/The-importance-of-classroom-management-in-educational-teaching>.
- Soleimani, N and Razemjo, A. (2016). Classroom management challenges: An account of EFL teachers at private language institutes. *Anatolian Journal of Education*, 1, 51-69.
- Thomson, J. R., & Liu, W. (2003). Pre-service teachers' reflections on student teaching experiences: Lessons learned and suggestions for reform in PETE programs. *Physical Educator*, 60(2), 2–12.

- UNESCO. (2021). Quality physical education policy project: Analysis of process, content and impact. <https://unesdoc.unesco.org/ark:/48223/pf0000376151>
- Yussif, A. (2019). Why is classroom management important?. <https://classroommanagementexpert.com/blog/what-is-the-importance-of-classroom-management/>