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Research Article

### STUDYING THE METHOD OF THE MANAGEMENT OF CLASSROOM FOR PHYSICAL EDUCATION'S TEACHERS AND ITS RELATIONSHIP WITH THE ORGANIZATIONAL COMMITMENT

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#### ABSTRACT

The Physical education in the educational organization is of importance because of educating students; its quality depends on teachers' Commitment and their efficiency. According to the performed research (Allen Mayer 1996, Biorlee 2001, Somech Bogler 2002), there is a meaningful and positive relationship between the Organizational Commitment and the performance of staff. In this research, the relationship of Organizational Commitment of Physical education's male teachers in Ahvaz's high schools and the management of classroom were considered using Mack Kumark and Allen's questionnaire. All teachers of Ahvaz's high schools organized the statistical community of this research (N=131). It was observed that using t test and the correlation factor of Pearson ( $p \leq 0.5$ ), there was a meaningful and positive relationship among the management of classroom of Physical education with students' behavior, effective educational factors and how to organize. There was no meaningful difference among four areas of educational organization from the aspects of the management of classroom. Marital status and the passed coaching courses had a role in the management of the classroom; the Organizational Commitment of teachers was in a moderate level. In general, the results of research showed that there was a meaningful and positive relationship between students' behavior with the Organizational Commitment of teachers. In order to increase the Organizational Commitment of teachers, The Authorities of educational organization are advised to put more effort to reform students' behaviors, because teachers are encouraged to eagerly teach.

**Keywords:** Management of classroom, Organizational Commitment, Physical education's teachers, Schools.

#### INTRODUCTION

The educational organization is one of the essential principles of development for every country<sup>5</sup> The Physical education in the educational organization is of importance because of educating students; its quality depends on the efficiency, effectiveness of teachers as the members of that organization. The efficiency of teachers depends on the liability to their job<sup>4</sup>, the management of classroom in Physical education's course is one of the effective factors of Organizational Commitment of teachers, which it includes, the arrangement of the classroom, students' behaviors and the effective educational factors<sup>1, 16</sup>. The management method must not be confused with the current educational methods. The management method or the arrangement of classroom is a set of actions that are likely to do the education at best. So, the management of physical education's class includes all necessary, common tasks of daily educational course<sup>9, 16</sup>. What is discussed here is

the efficiency, the profitability of physical education's class, considering the correct management, arrangement of classroom. One of the strategies of using human force in schools is jobs interest teachers, staff. The attitude to organization defines the Organizational Commitment, which relates the identity of a person to organization<sup>11, 21</sup>. The Commitment is defined as human's tendency to use the energy, the loyalty to social system (contor 1973). Most of the performed research about Organizational Commitment, such as Allen, Mayer (1996), Keywit klip (2000), Biorlee (2001), Somech and Bogler (2002) state that there is a positive, meaningful relation between staff's performance and Organizational Commitment<sup>21, 24, 25, 34</sup>.

Coaches are some of the few people who their role is obvious in society's health and if they aren't bound to their job, the important duties, they aren't expected to bring up well-behaved, creative, dutiful and progressive students<sup>11</sup>.

The management of classroom notices three aspects: students' behavior, (indifference, laziness, unpunctuality, Nonconformity), the method of management of classroom and preparing teachers (attracting students, temporary and long dismissal, carrot and stick, supervision, control, evaluation's method) and other educational factors, (coach's beliefs, personal experiences, educational certificate, coaching card)<sup>23,33</sup>. The management of classroom's methods can be divided into task-based, human-based and interaction.

A) human-based method: humanitarianism in the class or stadium appears and Individual and group goals are taken into consideration.

B) task-based method includes planning; the arrangement of class, performing the content of plans and evaluation, also teachers should spend most of the time on teaching.

C) Interaction is a mixture of being human-based, task-based, then causes learning and efficiency to be faster. Not having a physical education' book is brought up as a problem. The Technical knowledge, the expertise of Officials and coaches was in a bad condition, the problems with performing physical education's course in high schools are: a) the lack of sports facilities, the lack of coaches, the lack of correct planning, the behavioral problems of students<sup>2, 3, 14</sup>. Many research have been done, for example, Kashef, Mojtahedi (1989), Sabohi (1990) Pozoki, Karimi (1990) Abasinia (1993), Shanbedi, Tabaii (1997), Maleki (2002), Gandomani, announced the problems of physical education 'course'<sup>6-8, 10, 12, 15, 17, 19, 20</sup>.

The organizational commitment tries to make staff to be loyal to organization, which is a continuous process, which causes staff to notice the success of organization due to participating in organizational decision-making<sup>18</sup>. Allen and Mayer's three parts model has been used in this research, which consists of emotional commitment, continuous commitment and behavioral commitment<sup>21</sup>. Other theories related to the organizational commitment are:

The theories of the organizational commitment, Mative, Zajak, steers', side- best's theory of Baker<sup>29, 31, 32, 34</sup>.

Zarei(2000), Homai, Shorosh (2001), Dennis and Angle & Perry(1991), De Conink & Bachmann, Kohen, Laven berg (1994) showed that there is a positive, meaningful relationship between the organizational commitment and job performance<sup>25,26,28,30</sup>. Also Civet Clip (2000) did a research with the title of organizational commitment in turkey's organizations. The results showed that there was a high level of organizational commitment among teachers, an appropriate attitude, social status and an acceptable income can be some reasons for this<sup>25</sup>. There was a relationship among organizational commitment and other factors such as, leaving a job, the levels of job performance, the more commitment of staff, the more performance, and efficiency, and then they are unlikely to leave their job. Official as compared with unofficial has more commitment. The results of other research showed that job security causes Organizational Commitment. Totally it causes the efficiency to increase.

## METHODOLOGY

The Current research method is a descriptive one using a questionnaire.

### The statistical community:

The statistical community of this research consisted of all male coaches of state high schools and private high schools in four areas of Ahvaz in 2006-2007(N=131).

The statistical sample: census method was used to choose the sample, thus, all Members of the community took part in the research as a statistical group.

Measuring tool: a questionnaire was used to collect the data. Part I: Characteristics such as: age, education, teaching experience, employment Status), Part II: Mack Komark's questionnaire of management of classroom contains 43 questions, which considered three factors: 1. The organization, management methods, 2. The Behavioral Problems of students, 3. Other educational factors, the Validity and reliability of questionnaire was reported 0.87, 0.95 respectively, which were meaningful at a level of  $p < 0.05$ .

### Statistical Methods:

Descriptive Statistics include, average, Frequency tables and graphs, inferential statistics and the test of Pearson's correlation coefficient includes checking relationships, student's test t to check differences, the analysis of one way variance test, multivariate regression to predict variables, Scheefe's continuous test to compare averages.

Research findings: some of the important ones are: 41% of teachers were from 30 to 40 years old that they are divided into these groups: 61% of them were married, 75.9% (bachelor's degree), 76.6 (coaching certificate), 37.1% of them were more than 15 years old, 78.4 %( permanent employment), 58.7 %( coaching certificate) or athlete. The average of scores in the management of classroom with a Standard deviation of 15.3 was 90, the averages of scores in the organizational commitment with a standard deviation of 15.5 was 86. The correlation coefficients between the management of classroom and students' behaviors (0.67%), the organization method (0.93), effective educational factors (0.81) were obtained, which showed that there was a relationship between the management of classroom and three mentioned factors. There was no difference among four areas of education organization from the organizational commitment of teachers.( $F=0.987$ )  $\alpha=0.05$ .

There was a meaningful relationship between marital status and Continuous commitment, no relationship between other Individual characteristics, the dimensions of organizational commitment.

There was a relationship among the levels of education and teachers' continuous commitment. A relationship among the levels of multivariate correlation and teachers' organizational commitment was obtained 0.196, which is meaningless from statistics at a level of 0.05.in other words; there was no relationship between the management of classroom, organizational commitment. Considering Regression coefficients( $r=0.035$ ) showed that some of the Predictor variables would only consider predict students' behavior, organizational commitment meaningfully. In other words, there was a meaningful relationship between students' behavior, organizational commitment. There was a meaningful relationship among continuous commitment and behavioral commitment with effective educational factors while there was no relationship effective educational factor and emotional

commitment; in general, there was a meaningful relationship among emotional, behavioral commitment and the

management of classroom from table 1.

**Table 1: The dimensions of Correlation coefficients in the management of classroom and the dimensions of organizational commitment**

The dimensions of management of classroom and organizational commitment	Emotional commitment	Continuous commitment	Behavioral commitment	Total
The pattern of organizing	0.06	0.101	0.07	0.035
Students' behavior	0.24	0.26	0.18	0.13
Effective educational factors	0.16	0.21	0.244	0.04
Total	0.198	0.17	0.195	0.07

## DISCUSSION

Having tested research's hypotheses, the analysis of research's findings showed that there was a meaningful relationship among the pattern of organizing or the management of classroom of coaches, students' behavior and the effective educational factors, which is why there are no good physical education's conditions. The Lack of expertise, the Lack of facilities, Others' attitudes toward physical education, the lack of supervision and attention, no clear framework for the management of classroom, Lack of cooperation, lack of parental supervision on inappropriate behavior of students and there was no consistency with the results of Gandomani's research, which may be for these reasons: the effect of Cultural and educational environment on students' behavior and some of private schools which they are growing in numbers, these schools educate arrogant students, which causes them to pay no attention to their teachers, learning, teaching methods, class and they just tend to get diploma. Also some of parents pay no attention to their children's behavior, which causes their inappropriate behavior to grow. In addition, there was no consistency with billy's research (2000), which is why physical education is considered as a special science in developed countries and there is a world of difference between our facilities, equipment and theirs. The educational commitment of coaches was in a moderate level and there was a full consistency with most research, because teachers' living condition isn't in a good level. The Scientific aspect of physical education is not addressed in schools. The Different levels of academic knowledge has no effect on teaching method, also the educational organization does not allocate any specific financial benefits to teachers proportional to their diploma, also there was no relationship between the pattern of organizing and the aspects of organizational commitment. There was a relationship between the behavioral commitment and the continuous commitment with effective educational factors; there was no meaningful relationship among other aspects of organizational commitment. In general, there was a meaningful relationship among emotional, behavioral commitment and the management of classroom. There was a meaningful relationship between the marital status, the level of knowledge of coaches with Continuous commitment and the passed coaching courses; also there was no relationship between other Individual characteristics. Students' behavior, the pattern of organizing and effective educational factors describe the

emotional commitment meaningfully, meanwhile, Students' behavior and the effective educational factors increase the correlation among the aspects of management of classroom. Students' unstable behavior predicts the organizational commitment. In general, among the aspects of management of classroom, there is just a meaningful relationship between students' behavior. Students' behavior has been reported as the most important factor of management of classroom, teachers should spend more energy, accuracy to control student's behavior and this shows teachers' commitment to educational organization, because teachers can't endure students' unpunctuality, aggressiveness, slovenliness. The effective educational factors (facilities, school's equipment, the awareness of parents, others' attitudes is at a bad level. The more equipment and positive attitudes, there will be more willingness to stay at the organization, to increase the organizational commitment. Also this didn't prove the test results of Biorliy and Kivot clip, this may result from people's positive attitude to the role of teachers, facilities, more tranquility in developed countries.

## CONCLUSION

In general, research findings showed that there was no meaningful relationship between the management of classroom and teachers' organizational commitment in different areas of Ahvaz, while there is a positive, meaningful relationship between the emotional, organizational commitment with management.

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