

The Social-Emotional Competencies of the Novice Physical and Sports Education Teacher and Their Relationship with Classroom Management

الكفاءات الاجتماعية العاطفية لأستاذ التربية البدنية والرياضية المبتدئ وعلاقتها بإدارة الفصل الدراسي

mansouri mohammed¹, ben amirouche slimane²

¹ Mohamed Kheidr University of Biskra (Algeria), The educational issue Informant in Algeria in light of the current challenges, mohammed.mansouri@univ-biskra.dz.

² Mohamed Kheidr University of Biskra (Algeria), slimane.benamirouche@univ-biskra.dz

Received: 15/07/2025

Accepted: 21/08/2025

Published: 30/09/2025

Abstract: The study aimed to identify and understand the social-emotional competencies employed by physical and sports education teachers in managing their classrooms, and the extent of their impact. The descriptive-analytical method was used, as the researcher was describing a phenomenon encountered by physical and sports education teachers during their work in the classroom. A questionnaire was used as the study tool, comprising three axes corresponding to the number of hypotheses in the study. It included 39 items divided equally across the three axes, with 13 items per axis. The questionnaire was distributed to a sample of 50 secondary education physical and sports education teachers across several southern provinces (Timimoun, Adrar, Bordj Badji Mokhtar, Tindouf). After collecting, presenting, interpreting, and discussing the data, the researcher reached the following conclusions: there is no statistically significant relationship between weak social conscience and classroom management; no statistically significant relationship between lack of interpersonal relationships and classroom management; and no statistically significant relationship between poor decision-making and classroom management. Consequently, the general hypothesis—which states that there is no statistically significant relationship between the social-emotional competencies of novice physical and sports education teachers and classroom management in secondary education—was not confirmed.

Keywords Social-emotional competencies, physical and sports education teacher, classroom management.

المخلص :

هدفت الدراسة الى تحديد وفهم الكفاءات الاجتماعية العاطفية التي يوظفها أستاذ التربية البدنية و الرياضية عند ادارة فصله الدراسي ومدى تأثيرها عليه، حيث استخدم المنهج الوصفي التحليلي لأن الباحث في حالة وصف ظاهرة تصادف أستاذ التربية البدنية و الرياضية أثناء عمله داخل الفصل الدراسي ، كما أنه استخدم الاستبيان كأداة

للدراسة يحتوي على ثلاث محاور على عدد فرضيات الدراسة ، حيث تضمن 39 عبارة مقسمة على المحاور الثلاث 13 عبارة لكل محور ، ووزع الاستبيان على افراد عينة بلغ عددهم 50 أستاذ التربية البدنية و الرياضية من التعليم الثانوي على مستوى بعض الولايات الجنوبية (تيميمون، أدرار، برج باجي مختار، تندوف) ، وبعد جمع المعلومات وعرضها وتفسيرها ومناقشتها توصل الباحث الى النتائج التالية: أنه لا توجد علاقة ذات دلالة احصائية بين ضعف الضمير الاجتماعي و ادارة الفصل الدراسي وأنه لا توجد علاقة ذات دلالة احصائية بين نقص العلاقة البينية و ادارة الفصل الدراسي و لا توجد علاقة ذات دلالة احصائية بين ضعف اتخاذ القرار و ادارة الفصل الدراسي و بالتالي عدم تحقق الفرضية العامة و التي تقول أنه لا توجد علاقة ذات دلالة احصائية بين الكفاءات الاجتماعية العاطفية لأساتذة التربية البدنية و الرياضية المبتدئ و ادارة الفصل الدراسي لتلاميذ الطور الثانوي.

الكلمات المفتاحية: الكفاءات الاجتماعية العاطفية، أستاذ التربية البدنية والرياضية، إدارة الفصل الدراسي.

* Introduction and problematic of the study:

Physical education is considered the fundamental pillar through which the individual is educated in all aspects. The subject of physical education does not contradict the general principles and objectives of education in general, as it greatly contributes to the development of physical, mental, and psychological abilities. In fact, it is considered the best means of achieving general educational goals. It consists of both group and individual games and has a social nature, whereby each student contributes to managing the session, while the teacher acts as a guide for the session. The physical education teacher is regarded as the main factor, positioned at the top of the hierarchy, possessing scientific, professional, emotional, and social competencies during the management of their classroom, aiming to achieve positive results in physical education sessions. The physical education teacher plays a significant role in the teaching process. Educational institutions have made efforts to qualify and train them to carry out the tasks assigned to them, whether before service through the programs and

courses offered in institutes and universities, or during service through training courses aimed at developing various skills. This ensures that the teacher possesses a set of educational competencies that assist in the progression of the physical education session within the institution.

This has led to the emergence of the teacher education movement based on competencies, which is grounded in the idea that effective teaching can be analyzed into a set of competencies. If the teacher masters them, the likelihood of becoming a successful teacher increases.

1. Problem Statement:

The teacher is considered the solid foundation upon which the educational process and its quality depend for success in educational institutions and for achieving their objectives. The activities that take place in classrooms, training halls, and the reality encountered by the teacher in the educational process represent decisive variables. Thus, the presence of professional standards has become an urgent necessity required for the application of the principle of accountability in the field of education, as it helps align educational practices with the requirements of achieving high quality in education. This, in turn, bridges the gap between the current reality and the desired outcomes of these practices—something that undoubtedly reflects on enhancing the professional competence of educators and ensuring equal educational opportunities for all individuals (El-Bilaoui & all, 2006)

It has become necessary and important to identify the competencies specific to teachers, due to the increase in their numbers—including physical education

teachers—as well as the increase in the number of schools. Since these competencies are practiced to varying degrees by teachers, and because educational competencies do not all hold the same level of importance, there is inevitably a gap between the degree of importance of a competency and the degree to which the teacher practices it. This difference represents the level of need for the competencies (El-Khaddam, 1995).

We can assess the level of education in a society by analyzing the level of teacher preparation. In fact, we can judge a society by its level of education and its belief in the importance of education, as well as by analyzing the significance that society places on teachers, their sensitive role in society, and the level of commitment to their growth and development in this profession. This is because the return that society gains from a professionally and highly qualified teacher is greater than what is spent on their salaries.

Therefore, the teacher is considered the main factor on which the success of education in achieving its goals depends. For this reason, attention to the selection and development of teachers has been one of the ongoing concerns in the educational field and beyond, in search of a national policy for preparing good teachers and identifying the characteristics that should be available in them. Thus, specialized professional preparation has become a key determinant of the status and social standing of the profession. Every profession includes a set of concepts, skills, and attitudes that fulfill its purposes, and members of the profession must agree on these concepts and skills. This is achieved through pre-service preparation and the foundations upon which preparation and

qualification programs are based to provide the necessary requirements for joining the teaching profession (Abbas, 1984, p 65).

Efforts to develop those involved in the teaching profession through professional competencies have become a primary focus and a pressing issue for officials and experts alike. This is aimed at keeping up with ongoing developments and activating these competencies within the educational field. From this perspective, our study addresses the social and emotional competencies of beginning physical education teachers and their relationship with classroom management in the secondary education stage.

Based on the problem statement, we arrived at the formulation of the general research question, which is as follows:

1.1 General Question:

Is there a statistically significant correlation between the social-emotional competencies of beginning physical education teachers and classroom management?

1.2 Sub-questions:

1. Is there a statistically significant relationship between a weak social conscience in beginning physical education teachers and classroom management?
2. Is there a statistically significant relationship between the lack of relationship-building during the lesson in beginning physical education teachers and classroom management?

3. Is there a statistically significant relationship between weak decision-making skills in beginning physical education teachers and classroom management?

2. Hypotheses:

2.1 General Hypothesis:

There is a statistically significant relationship between the social-emotional competencies of beginning physical education teachers and classroom management.

2.2 Sub-hypotheses:

1. There is a statistically significant relationship between a weak social conscience in beginning physical education teachers and classroom management.
2. There is a statistically significant relationship between the lack of relationship-building during the lesson in beginning physical education teachers and classroom management.
3. There is a statistically significant relationship between weak decision-making skills in beginning physical education teachers and classroom management.

3. Objectives of the Study:

- To identify and understand the social and emotional competencies employed by beginning physical education teachers in managing their classrooms.

- To identify the interpersonal relationships during physical education lessons and their effect on classroom management.
- To determine the effect of decision-making among beginning physical education teachers on classroom management.

4. Importance of the Study:

The importance of the study lies in highlighting some competencies that assist beginning physical education teachers in classroom management.

- Attempting to better manage the classroom during physical education lessons.
- Overcoming some of the difficulties that hinder classroom management.
- Highlighting the relationship between social-emotional competencies of beginning physical education teachers and classroom management.
- Identifying the competencies that affect classroom management during physical education lessons.

5. Reasons for Choosing the Topic:

- The difficulty of classroom management for beginning physical education teachers.
- To identify deficiencies and errors in classroom management and attempt to avoid and correct them.
- The desire to ensure the smooth running of physical education lessons and achieve positive academic outcomes.

6. Study Concepts and Terms:

6.1 Physical Education Teacher:

He is the leader, organizer, and initiator of work and activity within the classroom group. His role is not only to impart knowledge, information, and skills to students and assess them in cognitive and skill-related areas, but also includes organizing the classroom group to foster its social development. (Zaghloul & El-Sayeh Ahmed, 2004, p. 121)

6.2 Teacher's Social Competence:

Social competence in the school environment is defined as “the teacher’s ability to interact with students by allowing them to ask questions and inquiries, propose solutions and suggestions for some school-related problems, and respond to them with an open mind—away from mocking or belittling—so as not to discourage students from participation. The teacher should also express appreciation and gratitude when students give correct answers and encourage their initiative, as this helps build their self-confidence.” (Saleh Al-Azraq, 2000, p. 36)

6.3 Classroom Management by the Physical Education Teacher:

Classroom management is the method by which the teacher organizes their work within the classroom and proceeds accordingly to achieve the educational and instructional goals desired from the lesson. It is also the process aimed at establishing effective organization within the classroom through the actions carried out by a competent teacher to create the appropriate conditions for learning to occur. (*Ibrahim, 2006, p. 18*)

6.4 Physical Education Lesson:

It is considered one form of sports practice due to the objectives it achieves during the session. (*Nahed & Nelly, 2004, p. 61*)

It can be said that the physical education lesson is a session for engaging in diverse physical and sports activities aimed at achieving specific objectives outlined and prepared in the academic curriculum.

7. Previous and Related Studies:

7.1 Study by Belalia Mohamed (2017) Titled: *"Teachers' Social Competencies from the Students' Perspective and Their Relationship with Students' Inclinations Toward the Subject"* – PhD Dissertation.

The study aimed to identify the most common social competencies among middle school teachers and to examine the nature of the relationship between teachers' social competencies—perceived from the students' perspective—and the students' inclination toward the subject. It also sought to identify the differences in levels of social competence as perceived by students.

The study was conducted on a sample of 220 fourth-year middle school students and 64 teachers who taught them in the city of El Oued. Data were collected using two scales: the Social Competence Scale for Teachers (as perceived by students), and the Student Inclination Toward the Subject Scale.

The study revealed the following results:

- Teachers, in general, possess acceptable levels of social competence from the students' point of view.

- The teacher's gender and academic qualification had no significant influence on the level of social competence as perceived by students.
- Teaching experience played a role in the variation of social competence levels among teachers.
- Teachers with high social competence had a greater influence on students' academic inclinations compared to those with low social competence.
- Students' gender had no effect on their perception of the teacher's social competencies.
- Academic achievement was not influenced by the level of the teacher's social competencies.

7.2 Study by Nasser Yasser Al-Rawahi and Jumaa Mohammed Al-Hinai (2013) Titled: *"The Teaching Competencies of School Sports Teachers in the Sultanate of Oman and Their Relationship with the Reasons for Choosing the Teaching Profession."*

The study aimed to determine the level of teaching competencies among male and female school sports teachers in Oman, and to identify statistical differences based on gender, teaching experience, and educational region. It also aimed to explore the relationship between the possession of teaching competencies and the reasons why teachers chose the profession of physical education.

The study adopted the descriptive approach to assess the extent to which the study population possessed teaching competencies. A questionnaire was used as

the main research tool and was distributed to a sample of 142 male and 168 female physical education teachers.

Key findings:

- No statistically significant differences were found based on gender or educational region.
- Statistically significant differences were found based on teaching experience.
- The main reasons for choosing the profession were: a love for sports, obtaining low scores in the General Education Diploma, and a genuine interest in teaching.

One of the most important recommendations made by the researchers was to conduct training workshops involving school sports teachers, focusing on the management, organization, and refereeing of various games and sports activities. The study also recommended implementing direct classroom observations and visits to ensure alignment between actual teaching practices and the competencies identified by the study results.

7–3 Study by Rabah Mjadji (2013): Titled *"The Reality of Practicing Educational Competencies Among Physical Education and Sports Teachers at the Secondary Education Stage."*

The study was conducted on a sample consisting of (12) physical education and sports teachers. The researcher used in his study the **descriptive method**, which is considered one of the most commonly used methods in social and psychological studies. By using the **educational competencies scale proposed**

by the researcher, and after collecting information and data, the study results revealed the following:

- The educational competencies that must be practiced by physical education and sports teachers are planning competency (preparation), implementation competencies, classroom management competencies, and evaluation competencies.
- The degree of practicing educational competencies by the teachers was moderate.

7–4 Study by Rahoui Abdelkader: Titled *"The Teaching Competencies of the Physical Education and Sports Teacher and Their Relationship to the Learning Motivation Among Middle School Pupils (12–15 years)."*

The study aimed to achieve a preliminary step toward understanding some aspects of teaching performance. The researcher used the descriptive-analytical method and relied on a motivation questionnaire and another one to determine competency, both distributed to a randomly selected sample of middle school students.

The researcher reached the most important results, namely that there is a relationship between the motivation to learn physical education and sports and the variables of the teaching competencies of the physical education and sports teacher, considering competency as a success indicator that can be relied upon in relevant preparation.

The main recommendations and suggestions identified were to conduct similar studies specifically related to pedagogical competencies, and to determine their

relative level across different stages with the aim of developing development programs for these competencies according to the requirements of each level.

8– Methodological Procedures and Field Study:

8–1 Exploratory Study:

The exploratory study is considered the fundamental basis for building the entire research, and it is an essential and important step in scientific research, as it allows the researcher to test the research tools to ensure their validity, accuracy, and clarity. (Mukhtar, 1995, p. 47)

Since the exploratory study precedes the fieldwork and aims to measure the level of validity and reliability of the research tool, which is the questionnaire, the researcher conducted a preliminary exploratory study on members of the sample and the environment in which physical education and sports teachers work. The purpose of the study was to:

- Determine the linguistic understanding and the fluency of the ideas and words included in the proposed questionnaire.
- Know the size of the original population and its characteristics and features across the four southern provinces.
- Observe the strong relationship between physical education and sports teachers and the students.
- Assess the suitability of the study's questionnaire and the questions it contains for the sample members, who are beginner physical education and sports teachers.

- Ensure the psychometric properties of the questionnaire used in the study.
- Gain prior knowledge of the conditions under which physical education and sports teachers work at the study sites before starting the field study and distributing the questionnaire to the target sample.

8–2 Study Sample:

The study was conducted on a purposive sample consisting of beginner physical education and sports teachers who had not exceeded 7 years of field experience. Their number reached 50 teachers, distributed across four southern provinces (Timimoun, Adrar, Bordj Badji Mokhtar, Tindouf).

8–3 Study Method:

In our study, we adopted the descriptive-analytical method because we are in the process of describing and analyzing an educational phenomenon, namely the social and emotional competencies of beginner physical education and sports teachers and their relationship to classroom management.

8–4 Study Variables:

Independent Variable: It is the variable that causes change in its values, influencing the values of other related variables. (Shibli, 2002, p. 22)

The independent variable in this study: **"The social and emotional competencies of beginner physical education and sports teachers."**

Dependent Variable: It is the variable whose value depends on the values of other variables, i.e., when changes are made to the independent variable, the

results of these changes appear in the values of the dependent variable. (Abdel Hafeez & Bahi, 2002, p. 101)

The dependent variable in this study: "**Classroom management.**"

8–5 Study Tool:

The study used a questionnaire as the primary tool. It included 39 items divided across three axes in accordance with the study hypotheses. The questionnaire offered three options ("Always," "Sometimes," "Rarely") and was distributed among the sample consisting of physical education and sports teachers from the previously mentioned southern provinces. The questionnaire items were divided as follows:

First axis: Relates to the third hypothesis and includes **13 items** (from item 01 to item 13).

Second axis Relates to the fourth hypothesis and includes **13 items** (from item 14 to item 26).

Third axis: Relates to the fifth hypothesis and includes **13 items** (from item 27 to item 39).

8–6 Psychometric Properties of the Study Questionnaire:

8–6–1 Construct Validity Consistency of the Study Questionnaire:

To extract the construct consistency validity of the study questionnaire, the **correlation coefficient** was calculated between the scores of each axis of the questionnaire and the **total score** of the questionnaire. The table below illustrates this:

Table 01 : Construct Consistency Validity of the Study Questionnaire

No.	Axis Title	Cor Coefficient	(sig)	Statistical Sig
01	Relationship between low social conscience in beginner physical education and sports teachers and classroom management	0.90	0.000	Significant
02	Relationship between lack of interpersonal relations during the lesson in beginner physical education and sports teachers and classroom management	0.86	0.000	Significant
03	Relationship between poor decision-making in beginner physical education and sports teachers and classroom management	0.93	0.000	Significant

Based on Table 01, it is observed that the significance value (sig) of the correlation coefficient between the following axes of the study questionnaire—namely: the relationship between weak social conscience in beginner physical education and sports teachers and classroom management; the relationship between the lack of interpersonal relationships during class in beginner physical education and sports teachers and classroom management; the relationship between poor decision-making in beginner physical education and sports teachers and classroom management—and the total score of the questionnaire, reached 0.000 for each, which is less than the error margin of 0.05.

This indicates a statistically significant correlation between the aforementioned axes of the study questionnaire and the total score. Therefore, it can be

concluded that the study questionnaire possesses a high construct consistency validity coefficient.

8-6-2 Reliability of the Study Questionnaire Using Cronbach's Alpha Method:

To determine the reliability of the study questionnaire, Cronbach's Alpha coefficient was calculated for each axis of the questionnaire and for the questionnaire as a whole. The following table illustrates this:

Table No. 02 shows the construct consistency validity of the study questionnaire

No.	Axis Title	N of Items	Cronbach's Alpha	Sig
01	The relationship between weak social conscience in beginner physical education and sports teachers and classroom management	13	0.86	High
02	The relationship between the lack of interpersonal relationships during class in beginner physical education and sports teachers and classroom management	13	0.78	High
03	The relationship between poor decision-making in beginner physical education and sports teachers and classroom management	13	0.84	High
All Questionnaire		39	0.94	High

Based on Table No. 02, it is observed that the Cronbach's Alpha values for the following axes of the study questionnaire; the relationship between weak social

conscience in beginner physical education and sports teachers and classroom management; the relationship between the lack of interpersonal relationships during class in beginner physical education and sports teachers and classroom management; the relationship between poor decision-making in beginner physical education and sports teachers and classroom management—and for the entire questionnaire were: 0.86, 0.78, 0.84, and 0.94 respectively. These values are all greater than 0.70, which indicates that the study questionnaire has a high reliability coefficient.

8-7 Statistical Processing:

To process this study, the SPSS v25 program was used, and the following statistical methods were adopted:

1. Frequencies.
2. Percentages.
3. Arithmetic mean.
4. Standard deviation.
5. One-sample T-test.
6. Pearson's simple correlation coefficient.
7. Cronbach's Alpha reliability coefficient.

9- Presentation and Analysis of Hypothesis Results:

9-1 Presentation and Analysis of the First Hypothesis Result:

There is a statistically significant relationship between the lack of social conscience in beginner physical education and sports teachers and classroom management.

Table (03) shows the T-test results for the third sub-hypothesis

Axis	Reference Mean	Arithmetic Mean	Standard Deviation	T Value	(sig)	Degrees of Freedom	Statistical Decision
The relationship between the lack of social conscience in beginner physical education and sports teachers and classroom management	02	1.74	0.26	47.69	0.000	49	Statistically Significant

From Table (03), we observe that the arithmetic mean value for the axis "The relationship between the lack of social conscience in beginner physical education and sports teachers and classroom management," which is 1.74, is lower than the reference mean value of 02. This indicates that the responses of the sample members tend toward rejecting the items in this axis. The T-value reached (47.69) with degrees of freedom (49) and a significance value of (0.000), which is less than the error margin of 0.05. Accordingly, we reject the alternative hypothesis and accept the null hypothesis, which states that: **"There is no statistically significant relationship between the lack of social conscience in beginner physical education and sports teachers and classroom management."**

9-2 Presentation and Analysis of the Fourth Hypothesis Result:

There is a statistically significant relationship between the lack of interpersonal relationships during the lesson among beginner physical education and sports teachers and classroom management.

Table (04) shows the T-test results for the fourth sub-hypothesis

Axis	Reference Mean	Arithmetic Mean	Standard Deviation	T Value	(sig)	Degrees of Freedom	Statistical Decision
The relationship between the lack of interpersonal relationships during the lesson among beginner physical education and sports teachers and classroom management	02	1.75	0.25	50.03	0.000	49	Statistically Significant

From Table (04), we observe that the arithmetic mean value for the axis "The relationship between the lack of interpersonal relationships during the lesson among beginner physical education and sports teachers and classroom management," which is 1.75, is lower than the reference mean value of 02. This indicates that the responses of the sample members tend toward rejecting the items in this axis. The T-value reached (50.03) with degrees of freedom (49) and a significance value of (0.000), which is less than the error margin of 0.05. Accordingly, we reject the alternative hypothesis and accept the null hypothesis, which states that: **"There is no statistically significant relationship between**

the lack of interpersonal relationships during the lesson among beginner physical education and sports teachers and classroom management."

9-3 Presentation and Analysis of the Fifth Hypothesis Result:

There is a statistically significant relationship between poor decision-making among beginner physical education and sports teachers and classroom management.

Table (05) shows the T-test results for the fifth sub-hypothesis

Axis	Mean Reference	Arithmetic Mean	Standard Deviation	T Value	(sig)	Degrees of Freedom	Statistical Decision
The relationship between poor decision-making among beginner physical education and sports teachers and classroom management	02	1.56	0.28	39.07	0.000	49	Statistically Significant

From Table (05), we observe that the arithmetic mean value for the axis "The relationship between poor decision-making among beginner physical education and sports teachers and classroom management," which is 1.56, is lower than the reference mean value of 02. This indicates that the responses of the sample members tend toward rejecting the items in this axis. The T-value reached (39.07) with degrees of freedom (49) and a significance value of (0.000), which is less than the error margin of 0.05. Accordingly, we reject the alternative hypothesis and accept the null hypothesis, which states that: **"There is no statistically significant relationship between poor decision-making among**

beginner physical education and sports teachers and classroom management."

9-4 Presentation and Analysis of the General Hypothesis Result:

There is a statistically significant relationship between the socio-emotional competencies of beginner physical education and sports teachers and classroom management.

Table (06) shows the T-test results for the general hypothesis

Axis	Reference Mean	Arithmetic Mean	Standard Deviation	T Value	(sig)	Degrees of Freedom	Statistical Decision
The relationship between the socio-emotional competencies of beginner physical education and sports teachers and classroom management	02	1.63	0.20	57.93	0.000	49	Statistically Significant

From Table (06), we observe that the arithmetic mean value for the axis "The relationship between the socio-emotional competencies of beginner physical education and sports teachers and classroom management," which is 1.63, is lower than the reference mean value of 02. This indicates that the responses of the sample members tend toward rejecting the items in this axis. The T-value reached (57.93) with degrees of freedom (49) and a significance value of (0.000), which is less than the error margin of 0.05. Accordingly, we reject the alternative hypothesis and accept the null hypothesis, which states that: "There is no

statistically significant relationship between the socio-emotional competencies of beginner physical education and sports teachers and classroom management."

10– Discussion of Hypothesis Results:

10–1 Discussion of the First Hypothesis Results:

Based on Table No. (03) and the analysis of the results obtained in the third axis, which includes 13 statements related to the third sub-hypothesis stating that there is a statistically significant relationship between the weak social conscience of beginner physical education and sports teachers and classroom management, and based on what has been demonstrated through the theoretical framework and similar studies, it became clear that there is no statistically significant relationship between the weak social conscience of beginner physical education and sports teachers and classroom management. Accordingly, we can conclude that the third hypothesis was not confirmed.

10–2 Discussion of the Second Hypothesis Results:

Based on Table No. (04) and the analysis of the results obtained in the fourth axis, which includes 13 statements related to the fourth sub-hypothesis stating that there is a statistically significant relationship between the lack of interpersonal relationships of beginner physical education and sports teachers and classroom management, and after comparing the theoretical framework with previous studies, it became clear that there is no statistically significant relationship between the lack of interpersonal relationships of beginner physical education and sports teachers and classroom management. Accordingly, we can conclude that the fourth hypothesis was not confirmed.

10–3 Discussion of the Third Hypothesis Results:

Based on Table No. (05) and the analysis of the results obtained in the fifth axis, which includes 13 statements related to the fifth sub-hypothesis stating that there is a statistically significant relationship between the weak decision-making of beginner physical education and sports teachers and classroom management, and after comparing the theoretical framework with previous and similar studies, it became clear that there is no statistically significant relationship between the weak decision-making of beginner physical education and sports teachers and classroom management. Accordingly, we can say that the fifth hypothesis was also not confirmed.

10–4 Discussion of the General Hypothesis Results:

Based on Table No. (06) and the analysis of the results obtained in the five axes that include 39 statements related to the general hypothesis, which states that there is a statistically significant relationship between the socio-emotional competencies of beginner physical education and sports teachers and classroom management. After comparing this with the theoretical framework and similar and previous studies such as the study by *Belalia Mohamed (2017)*, in which the researcher concluded that "teachers in general are characterized by acceptable social competencies from the students' point of view, and that the gender of the teachers and their academic qualification do not affect the level of their social competence from the students' point of view," as well as the study by *Nasser Yasser Al-Rawahi and Jumaa Mohammed Al-Hinai (2013)*, which aimed to determine the degree of possession of teaching competencies among male and

female school sports teachers in the Sultanate of Oman and to identify statistical differences according to the variables of gender, teaching experience, and educational region. The results indicated that there were no statistical differences attributed to the variables of gender and educational region, while statistical differences appeared according to the type of teaching experience. From this, it became clear that there is no statistically significant relationship between the socio-emotional competencies of beginner physical education and sports teachers and classroom management. Accordingly, we can conclude that the general hypothesis was not confirmed.

11– Findings:

In light of the objectives of the study, its procedures, and the results reached, and by comparing them with some previous studies, the researcher reached the following results:

- There is no statistically significant relationship between weak social conscience of beginner physical education and sports teachers and classroom management for secondary school students.
- There is no statistically significant relationship between the lack of interpersonal relationships of beginner physical education and sports teachers and classroom management for secondary school students.
- There is no statistically significant relationship between weak decision-making of beginner physical education and sports teachers and classroom management for secondary school students.

- Finally, there is no statistically significant relationship between the socio-emotional competencies of beginner physical education and sports teachers and classroom management for secondary school students.

12– Suggestions and Recommendations:

Based on the subject of the study and the results obtained, several suggestions and recommendations can be identified, including the following:

- Attempt to identify other teaching competencies that assist the physical education and sports teacher in managing the classroom.
- Ensure proper training for physical education and sports teachers, especially beginners, for the effective conduct of the lesson.
- Develop a strong personality in the physical education and sports teacher to facilitate their work and performance of duties within the educational institution.
- Identify the obstacles that affect the physical education and sports teacher in managing the classroom.
- Improve the relationship between teacher and student through mutual understanding and respect for their psychological and social needs and orientations.
- Conduct alternative studies on various variables that specifically support the physical education and sports teacher and their work in the physical education lesson.

- Provide proper preparation for physical education and sports teachers, especially in psychological and social aspects, to enable them to understand the behavior of adolescent students at the secondary level.
- Present the field deficiencies and identify the necessary arrangements for the smooth conduct of the physical education lesson by the teachers and the administration.

Conclusion:

This study was conducted to examine the relationship between the socio-emotional competencies of novice physical education and sports teachers and classroom management at the secondary level. By posing a research question, the researcher reached a set of results that enabled an answer to the main question. It was revealed that there is no statistically significant relationship between the socio-emotional competencies of novice physical education and sports teachers and classroom management. This finding was supported by the theoretical framework of the study and by previous research discussed.

The study adopted the descriptive-analytical method, which allowed for the observation and description of a real and ongoing phenomenon encountered by physical education and sports teachers during their teaching sessions, especially those newly recruited. The proper conduct and control of these lessons depend on the degree to which teachers possess various competencies covering all aspects.

The researcher used a questionnaire tool distributed among the sample members, who were novice physical education and sports teachers with no more than seven years of employment experience.

After presenting, analyzing, and discussing the results, several conclusions were drawn. The five hypotheses on which the study was based were not confirmed, which explains the non-confirmation of the general hypothesis stating:

"There is no statistically significant relationship between the socio-emotional competencies of novice physical education and sports teachers and classroom management for secondary school students."

The results of the study are limited to the context in which the study sample was located, namely some regions of the Great South (Timimoun, Adrar, Bordj Badji Mokhtar, Tindouf). The field of research remains open and ongoing, whether in exploring one of the variables of this study or investigating new variables within the educational environment that aim to facilitate the educational process for physical education and sports teachers and improve the conduct of physical education sessions.

Sources and References

1. Ahmed Ibrahim. (2006). *Classroom Management*, Readings from the Internet (Vol. 1). Alexandria: Dar Al-Wafa and Al-Dunya for Printing and Publishing.
2. Ikhlas Mohamed Abdel Hafiz, & Mohamed Hussein Bahi. (2002). *Methods of Scientific Research and Statistical Analysis in the Educational and Sports Psychology Field* (Vol. 2). Cairo: Al-Kitab Center.
3. Hassan Hussein El-Bilaoui, et al. (2006). *Total Quality in Education: Between Excellence Indicators and Accreditation Standards* (Vol. 1). Jordan: Dar Al-Masirah.

4. Ramadan El-Julaidi, & Kareem Obeid. (2008). *Assessment of Teaching Competencies of Physical Education Teachers for Basic Education*. Master's Thesis.
5. S. M. Abbas. (1984). *Teaching Methods in Physical Education*. Baghdad: National Library.
6. Abdulrahman Saleh Al-Azraq. (2000). *Educational Psychology for Teachers*. Libya: Tripoli International Scientific Library.
7. Abdelaziz el-Babtain. (1995). *Necessary Teaching Competencies for Student Teachers and Assessing Their Importance and Application from the Perspective of Supervisors at the College of Education, King Saud University in Riyadh*. *Journal of Educational Sciences and Islamic Studies*, 7(2).
8. Mohamed Saad Zaghloul, & Mostafa El-Sayeh Ahmed. (2004). *Introduction to Physical Education* (Vol. 1). Cairo: Al-Kitab Publishing and Distribution Center.
9. Mohamed Shibli. (2002). *Methodology in Analysis* (Vol. 4). Algeria: Houma Publishing.
10. Mahmoud Saad Nahed, & Ramzi Faheem Nelli. (2004). *Teaching Methods in Physical Education and Sports* (Vol. 2). Cairo, Egypt: Al-Kitab Publishing Center.
11. Mohiuddin Mokhtar. (1995). *Some Research Techniques and Report Writing in Methodology*. Algeria: University Publications Office.

12. Meriem El-Khaddam. (1995). *Evaluation of Teaching Competencies Among Secondary Stage Physical Education Teachers in Greater Amman*. Master's Thesis, University of Jordan, Amman, Jordan.
13. Nahed Mahmoud Saad. (2004). *Teaching Methods in Physical Education*. Dutch University: Al-Kitab Publishing Center.