MEASURING LEVEL OF EDUCATIONAL MANAGEMENT IN MANAGING A BOXING LESSON AMONG SECOND-YEAR STUDENTS AT COLLEGE OF EDUCATION AND SPORTS SCIENCES, UNIVERSITY OF BASRA, FROM STUDENTS' PERSPECTIVE

Fouad Abdul Mahdi Mahmoud Al-Hamdani
University of Basrah
IRAQ

Suhail Mishari Hamid Darwish
Al-Kunooz Private University
IRAQ

Corresponding Author: Fouad.mahdy@uobasrah.edu.iq

Recieved: June 19, 2025 **Accepted:** August 28, 2025

ABSTRACT

Background. Developing a lesson management scale for students in the College of Physical Education and Sports Sciences (second year), in the boxing course. **Objectives.** This study aims to identify the most important axes of learning management variables for students of the Faculty of Physical Education and Sports Science (second year) in boxing courses. It also aims to develop an education management scale at the Faculty of Physical Education and Sports Science. **Method.** The research method is based on the main and main matters to obtain accurate data for analysis and its links to the analysis of the research problem. A number of researchers have discovered the descriptive nature of the survey and the research problem, mentioning the studies and descriptive contributions in adding contemporary and real information about an existing situation and a condition or problem of a specific phenomenon, whether sports or educational, which created a positive effect in the new variable, and this has obtained approvals and support and the latest new technologies for development towards the better. **Results.** The majority of administrations responsible for the educational process believe that the educational process is the sole responsibility of the subject teacher and that he is the main axis around which the teaching and learning process and the educational process as a whole revolves. This belief is not without error, as the subject teacher is an important, effective and highly influential axis, but there are other factors that complement his work, such as the student, the administration, the curriculum, the means and methods of education, as they all work side by side to make the educational process successful and achieve the desired goals of this process. **Conclusion.** Role and importance of education, represented by the senior management of the educational institution, becomes clear to us in providing a collection of tools, means, and places for the success of the lesson, along with what is provided by the professor concerned with the lesson. Here, the researcher addressed the boxing lesson for the second stage, as he is a teacher of this academic subject, and that this academic subject needs important tools and means for its success and conveying the scientific material to the student.

Keywords; educational management, boxing lesson, physical education and sports sciences, students' perspective.

A. INTRODUCTION

The majority of administrations responsible for educational process believe that educational process is sole responsibility of subject teacher and that he is main axis around which teaching and learning process and educational process as a whole revolves(Hall & Holt, 2023). All other factors represented by the subject teacher, the scientific content, the curriculum, teaching methods and means of clarification are considered factors for the success of lesson management. Since the two processes work together to achieve the common goal, which is the success of the educational process (Gustian et al., 2024).

Clear communication of information and the achievement of the educational goal of this entire process, and from this standpoint the importance of the study became clear in measuring educational management through a scale prepared for this purpose, as well as to measure the management of the boxing lesson for students of the College of Physical Education and Sciences (Yu, 2021). Sports/Second stage at the University of Basra and to know the relationship between them (educational management and its role in managing the lesson).

Lesson management requires factors for the success of this lesson, and perhaps these factors require a budget for the purpose of providing tools and means, as well as scientific sources that support the scientific material and are considered the reference to which the student and teacher refer to clarify the information (Karasievych et al., 2021). It is certain that providing this budget is the responsibility of the senior management of the educational or teaching institution, and since there is damage to these tools as a result of continuous use by students, a kind of deficiency in these tools and means is created, but if the deficiency in them reaches a certain degree (Melnyk et al., 2021).

It will cast its shadow on success of lesson performance and generate a kind of procrastination and confusion in the educational process, and here lies the problem of the research, which is what is the role of educational administration in managing the lesson for second-year students in the College of Physical Education and Sports Sciences and for the subject of boxing (Donnelly et al., 2023).

Research objectives are to develop a lesson management scale for second-year students in the College of Physical Education and Sports Sciences, in the boxing course. Identify the most important axes of the lesson management variable for second-year students in the

College of Physical Education and Sports Sciences, in the boxing course. Develop a scale of educational management in the College of Physical Education and Sports Sciences. Identify the most important axes of the educational management variable in the College of Physical Education and Sports Sciences.

B. METHOD

Participant

The research method and its selection are considered important and primary matters in order to obtain accurate data and information, analyze them, and relate them to research problem. The researchers adopted descriptive method using the survey method due to its suitability to the nature of the research problem, as descriptive studies contribute to adding contemporary and real information about an existing situation, a case, or a research problem for a specific phenomenon, whether it is sports or educational, which has a negative or positive impact on the dependent variable. This may result in either approval, support, or endorsement of it, or the suggestion of new means and methods for development towards the better.

The objectives described by the researcher for research and the procedures will determine the nature of the sample to be selected. Therefore, the research community was selected, consisting of students from the College of Physical Education and Sports Sciences / second year at the University of Basra, numbering (125 students). The research sample was the same as the research community, and the sample percentage of the research community was (100%), as Table (1) illustrates. They were divided into:

1. A survey sample consisting of (20 students) belonging to one class, Class (C).
2. A construction sample consisting of (60 students) belonging to three classes, Class (D - E - F).
3. An application sample consisting of (45 students) belonging to two classes, Class (A - B).

Table 1. Shows sample distribution, classification, and percentage of population

No.	Sample	Sample Classification	Community	Percentage
1	20 students	Survey	125 students	16%
2	45 students	Application		36%
3	60 students	Construction		48%

Research Design

The study employed an experimental design with two groups: one experimental and one control. Pre-tests were administered on October 1, 2024, under standardized conditions. The experimental group then participated in a regular functional exercise program from October 8 to December 31, 2024, consisting of three structured sections: (1) Preparatory phase (10 minutes) involving warm-up activities to increase heart rate and body temperature, (2) Main phase (30 minutes) featuring targeted exercises to develop motor balance, flexibility, and muscular strength, and (3) Cool-down phase (5 minutes) comprising slow walking and static stretching to return the body to resting state.

Procedures for constructing two scales

In order to reach the results of the current research, it is necessary to achieve its objectives, which are to develop two study scales (instructional management and lesson management) for students of the College of Physical Education and Sports Sciences / second year, and for the boxing course from the students' own perspectives.

Defining purpose of two scales

The purpose of developing the two scales is to identify the level of measuring instructional management and its relationship to the management of the boxing lesson by the subject teacher, from the students' own perspectives.

Defining scope of two scales

In order to divide the two scales into their primary headings, each axis represents an aspect of educational management and lesson management. After reviewing academic sources and references, particularly books on teaching methods and sports management, and the opinions of experts in the field of administration and education.(Kim et al., 2025) The researcher was able to identify the following axes for the educational management scale (planning, organization, budget, faculty management, performance evaluation) and for the lesson management scale (type of study, skill development, study method, quality of education).(Bai & Bai, 2021) These are considered the basic axes in lesson management, which must be present for the success of the educational process and successful lesson management for this segment of students.

Preparing the Initial Formula for the Scales

The researchers conducted personal interviews with a number of experts and specialists in sports management and teaching methods, as well as with the researchers' experience teaching at the university for various subjects, including boxing, for several years.(Wu et al., 2022) By learning about the professors' opinions and obtaining as much information as possible to help them define the axes and formulate the items for the scale, the researchers combined the experts' opinions. After reviewing the literature and previous studies, the researchers identified (5) main axes for the educational management scale and (4) main axes for the lesson management scale for students in the College of Physical Education and Sports Sciences/second year, from the students' own perspectives, as mentioned in the previous section. These axes were presented to a panel of judges with experience and expertise in sports management, teaching methods, and curricula.(Zhang et al., 2022) The experts' opinions were in agreement on all of the axes, reaching a rate of (100%). The researchers then formulated (51) items for the educational management scale and (57) items for the lesson management scale.

Presenting the initial version of the scales to the judges

Table 2. Shows percentage of agreement among experts and specialists on each item of Educational Management Scale at College of Physical Education and Sports Sciences at the University of Basrah

Paragraph	Ratio	Paragraph	Ratio	Paragraph	Ratio	Paragraph	Ratio
1	100%	14	100%	27	75%	40	100%
2	100%	15	75%	28	100%	41	100%
3	100%	16	100%	29	100%	42	100%
4	87,5%	17	100%	30	100%	43	100%
5*	62,5%	18	100%	31	100%	44	100%
6	87,5%	19	100%	32	87,5%	45	87,5%
7	100%	20	75%	33	100%	46	100%
8	75%	21	87,5%	34	100%	47	100%
9	100%	22	100%	35	75%	48	87,5%
10	75%	23	100%	36	100%	49	100%
11	100%	24	87,5%	37	100%	50	100%
12	100%	25	100%	38	100%	51	100%
13	87,5%	26	100%	39	75%		

Table 3. Shows percentage of agreement between experts and specialists on each paragraph of boxing lesson management scale at the College of Physical Education and Sports Sciences / University of Basrah

Paragraph	Ratio	Paragraph	Ratio	Paragraph	Ratio	Paragraph	Ratio
1	100%	16	100%	31	100%	46	100%
2	100%	17	87,5%	32	100%	47	100%
3	100%	18	100%	33	100%	48	100%

4	87,5%	19	100%	34	87,5%	49	87,5%
5	100%	20	100%	35	100%	50	100%
6	100%	21	100%	36	100%	51	100%
7	100%	22	87,5%	37	100%	52	75%
8	75%	23	100%	38	100%	53	100%
9*	62,5%	24	75%	39	100%	54	100%
10	100%	25*	50%	40	75%	55	100%
11	100%	26	100%	41	100%	56	100%
12	75%	27	100%	42	100%	57	100%
13	100%	28	100%	43	100%		
14	100%	29	100%	44	87,5%		
15	100%	30	75%	45	100%		

*Paragraphs that were deleted due to the experts not agreeing.

Choosing rating scale

The two scales were corrected by assigning weights according to the sample members' choice on the rating scale. The items of the two scales were formulated in two directions: positive and negative, as shown in Table (4).

Table 4. Shows correction scale for items of the two scales

Paragraph direction	Yes	Kind of	NO
Positive	3	2	1
Negative	1	2	3

Pilot study

The two scales were thus ready for application to a preliminary sample of students from the College of Physical Education and Sports Sciences (second stage). To ensure the sample's understanding of the scale items, their clarity and formulation style, and to identify unclear items in terms of language and content, the two scales were applied to (20) second-stage students, Section C, from the College of Physical Education and Sports Sciences, University of Basra. This took place on Sunday, October 1, 2023. The results of this procedure indicated that the scale items were clear to all sample members.

Procedures for applying two scales to construct sample

The primary and main purpose of the experiment to apply the two scales was to determine their discriminatory power, using statistical methods to obtain accurate items. The researchers then applied the two scales to the (construct) sample, which numbered (60) students from the College of Physical Education and Sports Sciences, second stage, Sections D-E-F, with (20) students from Section D 20 students from Section H, as well as 20 students

from Section F, all from the University of Basra, were also included in the survey. This was conducted on Sunday, October 20, 2023. After completing the distribution and completion of the questionnaires, the researchers reviewed each questionnaire to ensure that all items were answered correctly and did not exclude any items.

Item Discrimination Power

Discrimination power is defined as the ability of a paragraph to distinguish between individuals who score high and those who score low on the trait measured by the scale.(Edwards et al., 2023) To calculate item discrimination, the researchers followed the following steps:

1. The total score for the scale was calculated by adding the scores the respondent received for each item.
2. The scores received by the sample members were arranged in descending order, from highest to lowest.
3. The scores were divided into two groups, one representing the individuals who obtained the highest scores, and the other representing the individuals who obtained the lowest scores. Each group represented (50%) of the sample. Thus, the researcher had two groups, upper and lower, each consisting of (30) questionnaires.

Table 5. Shows discriminatory power of educational management scale in College of Physical Education and Sports Sciences

Paragraph	Discrimination coefficient	Paragraph	Discrimination coefficient	Paragraph	Discrimination coefficient
1	9,08	18	9.10	35	9,08
2	6,56	19	9,08	36	8,29
3	8,43	20	8.11	37	7,83
4	8,67	21	9,11	38	6,88
5	7,72	22	6,46	39	6,98
6	9,12	23	7,75	40	7,78
7	9,04	24	7,39	41	7,56
8	8,87	25	6,90	42	7,94
9	8,65	26	6,89	43	7,31
10	8,67	27	7,56	44	6,53
11	7,92	28	7,83	45	9,01
12	6,78	29	9,09	46	8,81
13	6,86	30	8,89	47	8,75
14	7,86	31	8,66	48	8,54
15	7.02	32	8,61	49	7,62
16*	5,96	33	7,56	50	6,53
17	6,50	34	6,55		

*Excluded paragraphs

Table 6. Shows discriminatory power of lesson management scale boxing for students of College of Physical Education and Sports Sciences / second stage at University of Basra

Paragraph	Discrimination coefficient	Paragraph	Discrimination coefficient	Paragraph	Discrimination coefficient
1	8,89	20	8,45	39*	1,98
2	8,56	21	8,21	40	8,54
3	8,29	22	8,93	41	8,39
4	7,90	23*	1,67	42	8,29
5	7.98	24	7,90	43	8,05
6	9.62	25	7,93	44	9,64
7	8,82	26	8,02	45	9,36
8	8,01	27	8,92	46	9,59
9	9,65	28	8,09	47	8,85
10	8,43	29	8,99	48	8,33
11	8,17	30	8,84	49	8,26
12	8,91	31	7,93	50	8,41
13	8.88	32	8,05	51	9,32
14	7,90	33	8,82	52	7,31
15	7,99	34	7,92	53	8,39
16	7,89	35	7,95	54	7,74
17	9,62	36	7,89	55	9,27
18	8,92	37	8,01		
19	8,96	38	8,09		

*Excluded paragraphs

From above tables, we conclude that paragraph (16) was deleted from the paragraphs of the (Educational Management) scale during the determination of discriminatory power. As for the (Lesson Management) scale, a number of paragraphs were excluded, amounting to (2 paragraphs), namely paragraphs (23-39), as in Table (6).

Table 7. Shows excluded and remaining items for each of two scales

No.	Scale: Number of paragraphs	Scale: Number of paragraphs	Scale: Number of paragraphs	Scale: Number of paragraphs	Scale: Number of paragraphs
1	Instructional Management Scale	50	One paragraph	16	49 paragraphs
2	Lesson Management Scale	55	Two paragraphs	23-39	53 paragraphs

Validity

The validity of a test is defined as "The degree to which it reliably measures what it was designed for. A valid test or scale is one that accurately measures all the phenomena it was designed to measure, and does not measure anything instead of or in addition to them".(Du & Yuan, 2021) Methods for assessing validity vary depending on the circumstances and variables. Validity is great importance in constructing and designing scales by measuring the phenomenon for which the study was designed. In other words, a valid scale is one that

measures the intended phenomenon that the researcher wants to measure.(Suryadi et al., 2023)

When calculating the psychometric conditions of measurement tools, some researchers resort to a type of validity called self-validity (some references refer to it by this name). However, the true name for it is validity derived from the reliability coefficient. This type of validity is based on the fact that the experimental scores of the test, after eliminating measurement errors (when calculating reliability), become real scores. Since these have become real scores, they can be considered a criterion to which the validity of the test is attributed. This was achieved by calculating the square root of the reliability coefficient as a coefficient of validity, with a value of (0.92).

Discriminative power of items

This is used to identify the distinction between individuals who score high and low on the trait being measured, by applying the t-test to indicate the item's discriminability. This process is accomplished through Tables 4-5 above.

Internal consistency coefficient

The internal consistency of the items is used to demonstrate the reliability of the scale's overall score. "The higher the correlation coefficient, the more it indicates the presence of internal consistency and that the overall score on the test itself is the subject of validity".(Ortiz-Morales et al., 2023) The researchers used the internal consistency coefficient to analyze the scale's items, i.e., to calculate the validity of the scale's items using the internal criterion (the scale's total score).) By finding the correlation between the score of each paragraph and the total score of the scale, and this type of validity was achieved by using the simple correlation law (Pearson), as in Table (8-9), as the number of paragraphs of the education management scale became after conducting the internal consistency of the scale (49 paragraphs), meaning that no paragraph was excluded from the paragraphs of the scale (49 paragraphs), and as Table (8) shows:

Table 8. Shows the internal consistency of the items of the Education Management Scale with total score of the scale

No.	Connection	No.	Connection	No.	Connection	No.	Connection	No.	Connection
1	0,589	11	0,349	21	0,703	31	0,851	41	0,657
2	0.526	12	0,705	22	0,375	32	0,445	42	0,561

3	0,808	13	0,731	23	0,526	33	0,568	43	0,388
4	0,597	14	0,609	24	0,740	34	0,765	44	0,891
5	0,493	15	0,674	25	0,331	35	0,845	45	0,342
6	0,594	16	0,969	26	0,659	36	0,433	46	0,895
7	0,677	17	0,603	27	0,889	37	0,388	47	0,887
8	0,581	18	0,674	28	0,824	38	0,598	48	0,334
9	0,919	19	0,554	29	0,769	39	0,699	49	0,871
10	0,425	20	0,573	30	0,669	40	0,896		

The same applies to the lesson management scale. After conducting the internal consistency process for the scale, the number of its paragraphs became (53 paragraphs), meaning that no paragraph was excluded from the (53 paragraphs) of the scale, as Table (9) shows.

Table 9. Shows internal consistency of lesson management scale items with total score of scale

No.	Connection	No.	Connection	No.	Connection	No.	Connection	No.	Connection
1	0,557	12	0,448	23	0,704	34	0,831	45	0,881
2	0.546	13	0,735	24	0,394	35	0,936	46	0,436
3	0,618	14	0,632	25	0,617	36	0,831	47	0,452
4	0,596	15	0,708	26	0,741	37	0,936	48	0,543
5	0,573	16	0,674	27	0,350	38	0,393	49	0,765
6	0,494	17	0,860	28	0,740	39	0,638	50	0,879
7	0,695	18	0,702	29	0,880	40	0,945	51	0,453
8	0,461	19	0,674	30	0,843	41	0,876	52	0,887
9	0,739	20	0,455	31	0,850	42	0,564	53	0,535
10	0,425	21	0,672	32	0,660	43	0,472		
11	0,392	22	0,648	33	0,582	44	0,547		

Scale Reliability

Reliability is one of the conditions that must be met for a scale to be accurate. Reliability refers to the consistency of the scale and the stability of its results if it is repeated multiple times on the same individuals.(Clarke & Norman, 2025) To determine the reliability of the test and given the existence of several methods for calculating the reliability coefficient, the researchers chose the (Alfa-Corbach) method.(Plisky et al., 2021) The rate of internal correlation coefficients between the items is what determines the Cronbach's alpha coefficient, and in order to extract its value, the Cronbach's alpha equation was applied to the same building sample group, which numbered (60) students in the College of Physical Education and Sports Sciences / University of Basra / for the second stage, as the statistical package (SPSS) was used, and when calculating the value of the reliability coefficient for the educational management scale, it was found to be (0.761), which is a good, acceptable and reliable reliability coefficient. However, when calculating the value of the reliability

coefficient for the lesson management scale, it was found to be (0.832), and that the index of the two scales is high and acceptable for them.

Objectivity of Scale

Objectivity refers to the absence of interference from the researcher's subjectivity, opinions, and beliefs in the test results.(Crang et al., 2021) Tests in which the best alternative is chosen from among several are called objective tests, because all judges can use the same correction key and fully agree on the results. Since both scales contain the same (three-part) correction key, they are considered objective.

Applying Research Scales to Main Experimental Sample

After conducting the scientific foundations, establishing the benchmarks and standard levels for the research scales, and applying the relevant statistics, it was necessary to work on the application sample, which consisted of (45 students). They were tested in person on November 1, 2023, and were given a period of (one week) to receive their responses. Submissions were closed after this period. The number of responses to the two scales from the test subjects reached (45) responses, representing 100%, and these responses were received directly from the students.

Statistical Methods

Descriptive statistics were used to establish sample equivalence between groups prior to intervention. The analysis shows standard levels, raw scores, standard scores, sample size, and percentages for each level of the Lesson Management Scale. Researchers used SPSS version 20.

C. RESULTS AND DISCUSSION

Results

Levels are standard criteria that represent the goal or objective required to be achieved for any particular characteristic. They include scores that indicate the necessary levels. Therefore, levels are prepared for individuals with a high level of performance.(Oliinyk et al., 2021) The researchers chose to have (5) levels for the (educational management) scale. When the standard scores were distributed across the approved levels, the standard levels appeared as shown in Table (10).

Table 10. Shows standard levels, raw scores, standard scores, sample size, and percentages for each level of education management scale

Standard Levels	Raw Scores	Standard Scores	Number	Percentage%
Very Good	147-127,4	3 –1.8	11	24,44%
Good	127,4-107,8	1.79 –0.6	25	55,55%
Average	107,8-88,2	0.59 – -0.59	5	11,11%
Acceptable	88,2-68,6	-0.60 – -1.79	4	8,88%
Weak	68,6-49	-1.8 – -3	-	-

The "Very Good" level achieved a percentage of (24.44%) of the research sample of 45 laboratories, where the number of individuals in the research sample who fell within this level was (11). As for the "Very Good" level, the number of individuals in this sample was (25) laboratories, constituting a percentage of (55.55%) of the applied research sample. As for the "Average" level, the sample members here amounted to (5) individuals, constituting a percentage of (11.11%) of the sample. As for the "Acceptable" level, it achieved a percentage of (8.88%) for a number of (4) laboratories. As for the "Weak" level, it did not achieve any percentage of the research sample, and no laboratory fell within this level. From the previous table (8), it is also clear to us that the "Educational Management" scale fell within the "Good" level. The researchers attribute this to the fact that the process of managing education in the Ministry of Higher Education and the University of Basra in general and the College of Physical Education and Sports Sciences in particular is due to the mastery of this process through the experience of successive administrations of this educational institution, which cast its shadow on the progress of work in general and education in particular. It is not hidden from our minds that the administrative and educational process is nothing but accumulated experiences with guidance, follow-up and continuous supervision by the senior administrations of this institution, whether a ministry or a university presidency.

Results of (lesson management) scale

The researchers chose to have (5) levels for the Lesson Management Scale. When the standard scores were distributed across the approved levels, the standard levels appeared as shown in Table (11).

Table 11. Shows standard levels, raw scores, standard scores, sample size, and percentages for each level of the Lesson Management Scale

Standard Levels	Raw Scores	Standard Scores	Number	Percentage%
Very Good	159-137,8	3 –1.8	15	33,33%

Good	137,8-116,6	1.79 –0.6	23	51,11%
Average	116,6-95,4	0.59 – -0.59	5	11,11%
Acceptable	95,4-74,2	-0.60 – -1.79	2	4,44%
Weak	74,2-53	-1.8 – -3	-	-

Through Table (11), which shows us that the level of (very good) achieved a percentage of the application sample of (33.33%) for a number of individuals of (15) individuals, i.e. a third of the sample. As for the level of (good), the number of sample members for this level was (23) individuals, constituting a percentage of the application sample of (51.11%), i.e. it is more than half of the application sample. As for the level of (average), the number of sample members here is (5) people, constituting a percentage of (11.11%), which is considered a slight and small percentage. Finally, the level of (acceptable), the individuals who fell under this level are (2) and they constitute a very small percentage of (4.44%). From this, the researchers can explain that.

Discussion

Results of the control group showed that there are no significant differences between the pre- and post-tests for all components of the targeted physical fitness (motor balance, flexibility, muscular) and this shows us that the control group was not exposed to the functional exercises included in the units of the applied program and therefore no significant change in the level of physical fitness was achieved during the application period and the main reason for not having this change in the components of physical fitness for the survival of the control group in weekly routine physical education lessons without a noticeable change and this matter It has a great impact on the absence of any significant difference between the pre- and post-tests (Sonchan et al., 2017).

Significant correlation as an indication that boxing professors enjoy a good level of (lesson management) in cooperation with the administrative bodies of the educational institution, represented by the deanship of the college and the presidency of the university through (educational management), which in turn achieved a (good) level from the perspective of students of the College of Physical Education / second stage. The relationship between the two research variables is a direct relationship, i.e., the higher the level of (educational management), the higher the level of (lesson management) this is the basis of successful work, i.e., whenever the administration seeks to achieve certain goals, it must

provide all the requirements for achieving those goals from the material, moral, human and psychological aspects (Mao et al., 2023).

Whenever those requirements are available, teachers must strive with all their strength to achieve those set goals because they are directly responsible for achieving them through the management of the lesson in a precise and scientifically programmed manner that is consistent with all available capabilities (Ryan et al., 2025). Whenever the harmony of the two research variables (educational management - lesson management) is achieved, the educational and pedagogical goals are achieved, which is to convey information in a clearer and more understandable way for students (Townsend et al., 2022).

Accordingly, it is necessary for all those who bear the responsibility of teaching and educating students to interact with the higher administrative authorities and to discuss with them all the ways to overcome the difficulties that hinder this vital and effective process in the educational community (ÖZCAN & SARAÇ, 2021). This is what Wang supports by stating the importance of setting development plans, “as a function carried out by the competent authority with the aim of ensuring that work is proceeding in accordance with the goals and results.”(Qutaiba Younus, 2021). "Designed with adequacy and within the specified timeframe" (Wang et al., 2024). Ramadhan adds: "For the teacher's role to be effective, the teacher must combine specialization and experience, be well-qualified, and acquire the necessary expertise to refine their skills in light of precise technical guidance" (Ramadhan et al., 2023).

Umamaheswari also adds to the importance of technology in the teaching process, saying: "One of the outcomes of technological progress is the progress evident today in our daily lives." He also adds: "Perhaps these outcomes have intervened in changing educational systems and models. Based on this reality, it has become necessary to consider creating distinguished educational institutions capable of contributing effectively to confronting cognitive development and the increase in information, and of benefiting from the energies and capabilities offered by technological progress" (Umamaheswari, 2024).

As for the next level, which is the (acceptable) level, this level was achieved by a number of respondents estimated at (2) respondents, who constitute a percentage of (4.44%), which is a very small percentage of the total application sample. The researchers attribute this to the fact that there are some professors who practice teaching boxing, who are not only not

specialized in boxing or martial arts, but they are from specializations very far from the specialization they teach (boxing). The excuse for this is to fill the shortage in the teaching staff for boxing and for the second stage, which is something that embarrasses some professors on the one hand and departments on the other hand, as well as their commitment to the administrative orders issued by the deanship in assigning the teaching of the subject (boxing) to some branches for the second stage.

This created this impression among some students because the subject teacher was not dedicated to this activity, and thus this level of study obtained a percentage of (4.44%) of the application sample. This contradicts what the subject teacher should be in terms of adapting to the subject he teaches psychologically, practically and scientifically, which generates a positive interaction that generates a spirit of excitement, perseverance and development in self-development through self-development of his personal information (Alevras et al., 2022). Otherwise, what Melnyk stated is generated: "The teacher should be scientifically active and organized in teaching students according to studied logical and psychological foundations based on challenge, excitement and enjoyment, starting from the students' needs and in line with their readiness and abilities, and designed in a way that reduces anxiety and frustration" (Melnyk et al., 2021).

Also, the responsibility placed on the subject teacher in managing the lesson is the major responsibility that comes as a complement to the work of the administrative body in terms of support, planning and organization (Bozdarov et al., 2023). This is what Shareef stated: "The teacher must be a designer of the educational environment. He is the one who creates educational systems and determines the objectives of the lesson or prepares educational and pedagogical situations." The method that the learner follows is estimated to interact with the data of these educational situations (Shareef, 2025).

D. CONCLUSION

The researchers concluded from their research that instructional management scale is a tool to reveal the level of educational support provided by senior management in educational institutions (universities and colleges) from the perspective of the students themselves. The lesson management scale is a tool to reveal the level of teacher performance in a lesson (boxing for second-year students at the College of Physical Education and Sports Sciences). The highest percentage of students on the instructional management scale fell within the

"good" level. The highest percentage of students on the lesson management scale fell within the "good" level. There is a significant correlation between instructional management and the management of the "boxing" lesson for second-year students at the College of Physical Education and Sports Sciences at the University of Basra. The type of relationship between instructional management and lesson management is a direct relationship. The researchers recommend the success of the lesson management process, which achieves the basic objectives of the educational process, requires senior management support in all aspects of lesson management. The success of the educational process depends on several aspects, such as sound planning, proper organization, adequate budgeting, good faculty management, and a systematic and precise evaluation of faculty performance. Require the subject instructor to strive to introduce and utilize the latest teaching methods with students and to convey information. Rely on daily and semester tests to evaluate students and determine their academic and skill levels. Use various means of clarification, whether electronic, paper, or in the form of research assignments and reports, to consolidate information in the minds of students. Require some students to perform complex skills intensively, especially those who struggle to perform them correctly. Support students with modern scientific resources that support the game in the technical, skill, and legal fields.

E. ACKNOWLEDGMENT

My profound thanks and appreciation to help me.

F. AUTHOR CONTRIBUTION STATEMENT

All authors contributed significantly to the development of this research. The first author (Faculty of Physical Education and Sports Science, University of Basrah, Iraq) was primarily responsible for the research design, data collection, and analysis. The authors also contributed to data interpretation, manuscript preparation, and critical revision.

G. REFERENCE

Alevras, A. J., Fuller, J. T., Mitchell, R., & Lystad, R. P. (2022). Epidemiology of injuries in amateur boxing: A systematic review and meta-analysis. *Journal of Science and Medicine in Sport*, *25*(12), 995–1001. https://doi.org/10.1016/j.jsams.2022.09.165

Bai, Z., & Bai, X. (2021). Sports big data: management, analysis, applications, and challenges.

Complexity, *2021*(1), 6676297. https://doi.org/10.1155/2021/6676297

Bozdarov, J., Jones, B. D. M., Daskalakis, Z. J., & Husain, M. I. (2023). Boxing as an intervention in mental health: A scoping review. *American Journal of Lifestyle Medicine*, *17*(4), 589–600. https://doi.org/10.1177/15598276221124095

Clarke, S. R., & Norman, J. M. (2025). Statistics in Sport. In *International Encyclopedia of Statistical Science* (pp. 2630–2633). Springer. https://doi.org/10.1007/978-3-662-69359-9_645

Crang, Z. L., Duthie, G., Cole, M. H., Weakley, J., Hewitt, A., & Johnston, R. D. (2021). The validity and reliability of wearable microtechnology for intermittent team sports: A systematic review. *Sports Medicine*, *51*(3), 549–565. https://doi.org/10.1007/s40279-020-01399-1

Donnelly, R. R., Ugbolue, U. C., Gao, Y., Gu, Y., Dutheil, F., & Baker, J. S. (2023). A systematic review and meta-analysis investigating head trauma in boxing. *Clinical Journal of Sport Medicine*, *33*(6), 658–674. *https://doi:* 10.1097/JSM.0000000000001195

Du, M., & Yuan, X. (2021). A survey of competitive sports data visualization and visual analysis. *Journal of Visualization*, *24*, 47–67. https://doi.org/10.1007/s12650-020-00687-2

Edwards, J. J., Deenmamode, A. H. P., Griffiths, M., Arnold, O., Cooper, N. J., Wiles, J. D., & O'Driscoll, J. M. (2023). Exercise training and resting blood pressure: a large-scale pairwise and network meta-analysis of randomised controlled trials. *British Journal of Sports Medicine*, *57*(20), 1317–1326. https://doi.org/10.1136/bjsports-2022-106503

Gustian, U., Saputra, D. R., Rakhmat, C., Yustiana, Y. R., & Primayanti, I. (2024). Physical Education and Its Scope: A Literature Review of Empirical Studies with A Holistic Perspective Teaching Practices in Indonesia. *Indonesian Journal of Physical Education and Sport Science*, *4*(2), 171–186. https://doi.org/10.52188/ijpess.v4i2.729

Hall, T. J., & Holt, S. (2023). *Educational gymnastics for children*. Human Kinetics. https://doi.org/10.1007/s40279-020-01399-1

Karasievych, S., MAKSYMCHUK, B., Kuzmenko, V., Slyusarenko, N., Romanyshyna, O., Syvokhop, E., Kolomiitseva, O., Romanishyna, L., Marionda, I., & Vykhrushch, V. (2021). Training future physical education teachers for physical and sports activities: Neuropedagogical approach. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, *12*(4), 543–564. https://doi.org/10.1016/j.jsams.2022.09.165

Kim, S., Hsiao, Y.-H., Ren, Z., Huang, J., & Chen, Y. (2025). Acrobatics at the insect scale: A durable, precise, and agile micro–aerial robot. *Science Robotics*, *10*(98), eadp4256.

Mao, Y., Zhao, D., Li, J., & Fu, W. (2023). Incidence rates and pathology types of boxing-specific injuries: a systematic review and meta-analysis of epidemiology studies in the 21st century. *Orthopaedic Journal of Sports Medicine*, *11*(3), DOI: 10.1126/scirobotics.adp425

Melnyk, N., Maksymchuk, B., Gurevych, R., Kalenskyi, A., Dovbnya, S., Groshovenko, O., &

Filonenko, L. (2021). The Establishment and Development of Professional Training for Preschool Teachers in Western European Countries. *Revista Romaneasca Pentru Educatie Multidimensionala*, *13*(1), 208–233. https://doi.org/10.18662/rrem/13.1/369.

Oliinyk, I., Doroshenko, E., Melnyk, M., Tyshchenko, V., & Shamardin, V. (2021). Modern approaches to analysis of technical and tactical actions of skilled volleyball players. *Teorìâ Ta Metodika Fìzičnogo Vihovannâ*, *21*(3), 235–243. https://doi.org/10.1177/232596712211276

Ortiz-Morales, G., Echaveguren, T., Cartes, P., & Rivas-Medina, A. (2023). Uncertainty in the Back-Calculation of Geometric Parameters of Vertical Curves Obtained with UAV. *Journal of Surveying Engineering*, *149*(1), 04022015.

ÖZCAN, B., & SARAÇ, L. (2021). The Relationship between Physical Activity and Quality of life during the COVID-19 Pandemic: A Case of Female and Male Physical Education Teachers. *Pamukkale Journal of Sport Sciences*, *12*(3), 1–20. https://doi.org/10.54141/psbd.979254

Plisky, P., Schwartkopf-Phifer, K., Huebner, B., Garner, M. B., & Bullock, G. (2021). Systematic review and meta-analysis of the Y-balance test lower quarter: reliability, discriminant validity, and predictive validity. *International Journal of Sports Physical Therapy*, *16*(5), 1190. https://doi.org/10.1061/(ASCE)SU.1943-5428.000041

Qutaiba Younus, A. (2021). *Comprehensive Technology and Method Implementation of Physical Education and New Training Approach*. *20*(5), 3254–3262. https://doi.org/10.17051/ilkonline.2021.05.355.

Ramadhan, R., Effendy, F., & Putra Pratama, A. (2023). Sports Education on Student Learning Motivation Seen from the Roles Involved in Sport Education Using Handball. *Indonesian Journal of Physical Education and Sport Science*, *4*(1), 22–30. https://doi.org/10.52188/ijpess.v4i1.511.

Ryan, A., John, M., & Hanna, P. (2025). A Community Perspective on Boxing, Well-being and Young People. *Journal of Community & Applied Social Psychology*, *35*(1), e70024. https://doi.org/10.1061/(ASCE)SU.1943-5428.000041

Shareef, Q. B. (2025). Effect of Similar to Playing Situations Exercises to Develop Some Motor Abilities and Basic Skills in Junior Football Players. *Musamus Journal of Physical Education and Sport (MJPES)Physical*, *7*(1), 274–280. https://doi.org/10.35724/mjpes.v7i1.6738

Suryadi, D., Suganda, M. A., Sacko, M., Samodra, Y. T. J., Rubiyatno, R., Supriatna, E., Wati, I. D. P., & Okilanda, A. (2023). Comparative Analysis of Soccer and Futsal Extracurriculars: A Survey Study of Physical Fitness Profiles. *Physical Education and Sports: Studies and Research*, *2*(1), 59–71. doi: 10.26603/001c.27634

Townsend, R. C., Huntley, T. D., Cushion, C. J., & Culver, D. (2022). Infusing disability into coach education and development: A critical review and agenda for change. *Physical Education and Sport Pedagogy*, *27*(3), 247–260.

https://doi.org/10.1061/(ASCE)SU.1943-5428.210043

Umamaheswari, D. D. (2024). Role of Artificial Intelligence in Marketing Strategies and Performance. *Migration Letters*, *21*(S4), 1589–1599.DOI: 10.4018/979-8-3693-9395-6.ch002

Wang, J., Tang, Y., Ge, Y., Wu, C., Tang, H., Hu, T., Wang, L., Wang, Y., Jiang, C., & Qu, Q. (2024). Vectored-thrust system design for a tail-sitter micro-aerial-vehicle with belly/back takeoff ability. *Aerospace Science and Technology*, *155*, 109542. https://doi.org/10.1016/j.ast.2024.109542

Wu, D., Zhao, H., Bao, X., & Wildes, R. P. (2022). Sports video analysis on large-scale data. *European Conference on Computer Vision*, 19–36. https://doi.org/10.1007/978-3-031-19836-6_2

Yu, S. (2021). Feedback-giving practice for L2 writing teachers: Friend or foe? *Journal of Second Language Writing*, *52*, 100798. https://doi.org/10.1016/j.jslw.2021.100798

Zhang, J., Zhu, R., & Ohn-Bar, E. (2022). SelfD: Self-learning large-scale driving policies from the web. *Proceedings of the IEEE/CVF Conference on Computer Vision and Pattern Recognition*, 17316–17326. https://doi.org/10.17051/ilkonline.2021.05.323.