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### ABSTRACT

*Classroom management of Large Physical Education (PE) classes is a problem that front-line teachers are particularly concerned about. The purpose is to improve the teaching quality. This study cited 24 relevant literature. I spent 4 years teaching in 2 of the 8 schools I visited on field trips. Ten experts were sequentially interviewed to learn more about how physical education is emerging in large classes. The research results show: 1) The teacher's lax management in the classroom results in poor learning effects and weak teacher authority. 2) Teachers' weak emotional management abilities can't easily lead to students to mobilise their enthusiasm for learning. 3) Long-term marginalisation can easily cause teachers to slack off and no longer pursue personal progress. In order to better manage students on the frontline teachers, the following countermeasures are proposed: First, the card system, team leader system, and reflection system are used in classroom management. Teachers can control the quality and safety well, solve the problem of large class teaching. Second, the cultivation of students' safety awareness not only emphasises theory but also practice, allowing students to participate in management. Third, create a positive classroom environment and serve all students in the classroom. Fourth, help students understand individual differences, formulate personal training plans, and promote healthy physical and mental development.*

**Keywords:** *teaching management, large class, primary school physical education, teaching quality, physical and mental health*

## BACKGROUND

For China, a country with a large population, educational resources are scarce. Therefore, many schools with large class sizes. It is more intuitive to see that in to develop modern education, still problems of unbalanced and not enough development. Because of this difficulty is inseparable from the between market supply and demand. One is to solve the problem of schooling for children of migrant workers. Relevant data show that more than 80% of schools in some big cities are students from other places; The second is the aura of prestigious schools. Parents are scrambling to send their kids to prestigious schools. For areas without school district housing, the number of students in prestigious schools far exceeds that of ordinary schools. Some rural schools even have more teachers than students. Caused a waste of education, these reasons make the number of teachers and students disproportionate. Of course, the Chinese government has been expanding many schools in recent years to ease the growing pressure on students, and the state has also provided strong financial support. The proportion of national fiscal expenditure on education in GDP has remained above 4% for 10 consecutive years, and develop education has been steadily advancing. (Wang Zhiqin, 2021) This is a long-term, gradual process from urban to rural areas. The quality of education and the size of classes in big cities are becoming smaller and better. Most of the places are still teaching classrooms with large classes, and to construct large class classes is still the focus of teaching research. Among them, the classroom teaching of PE in large classes is still a problem worthy of attention. Because it is different from other disciplines, the teaching locations are scattered, the teaching environment is noisy, and the most important thing is that teaching safety management is difficult. We need to keep in mind that safety risk causes exist in all physical and sports, and inappropriate behavior of students can hinder the teaching and cause teaching accidents.(Daddis & Meadows, 2021).

The PE programme is an important subject for students to achieve harmonious physical and mental development. We must minimise the impact of negative effects under existing conditions, even under the influence of disadvantaged conditions. Using the available teaching, likely and effective measures can be taken to make the large class size PE classroom have a positive impact on the students. However, with large class sizes, teachers are difficult to manage, the accident rate is high, and the teaching quality is not high. Many problems are worth pondering. In the lower grades of elementary school, PE is often out of order, which seriously affects the quality of PE and the physical and mental health development of students.

## METHOD

### *Literature method*

The author consulted Scopus, Web of science, China Knowledge Network, Science Citation Index and other search engines to collect and organize the Chinese literature and English literature related to PE teaching, PE management, PE classroom, large class size, etc. Amounting to more than one hundred articles. To lay a solid and scientific basis for the theoretical foundation of this paper.

### *Field survey method*

The author spent 4 years in 2 of the 8 schools visited, with a heavy workload, 55 hours per week, with 45-61 students in each class, a total of more than 720 students. Such a large research sample provides material for the study of physical education teaching, class management, and behavioral habits of primary and middle school students, and provides reliable information for the writing of this article.(as table 1)

### *Expert Interview Method*

Based on the limited personal observation perspective, this article also adopts the method of expert interviews to interview physical education teachers who have been engaged in front-line teaching for 4-31 years. Every teacher has his own views and characteristics on teaching and management, which provides me with a new direction of thinking (as table 2)

Table 1.: List of surveyed schools

Level of schooling	School Name
Primary School	Xianlin Central Primary School
	Zhuangyuanqiao Primary School
	Lingjiang Town Second Primary School
	Beimengou Primary School
Junior High School	Xianlin Middle School
	Pingyao middle school
Nine-year school system (primary and junior high)	Jiangnan Primary School
	Yuhang Experimental School

Table 2.: List of interviewed experts

No.	Name	Gender	Academic qualifications	EXP /year	Title Level	Is a full-time PE teacher	Are you still teaching on the front line
1	Wei He	Male	Undergraduate	25	Lv.1	Yes	Yes
2	Ling Zhang	Female	Undergraduate	30	Senior	Yes	Yes
3	Yaheng Li	Male	Undergraduate	7	Lv.1	Yes	Yes
4	Wenjun Li	Male	Undergraduate	10	Lv.1	Yes	Yes
5	Xiaoyu Hu	Male	Master	4	Lv.2	Yes	Yes
6	Xilong Chen	Male	Undergraduate	25	Senior	Yes	Yes
7	Xinhui Xiong	Male	Undergraduate	31	Senior	Yes	Yes
8	Ying Luo	Male	Undergraduate	10	Lv.2	Yes	Yes
9	Yousheng Ren	Male	Undergraduate	25	Senior	Yes	Yes
10	Maoyong Cha	Male	Master	8	Lv.1	Yes	Yes

### *Current Status*

Class size is defined as "the number of pupils in a particular class or teaching group under a certain teacher." A "regular class size" is often between 45 and 55 people, while "large class size" refers to classes with between 55 and 65 students and "super large class size" refers to classes with 66 or more students. Large class sizes are a common event in educational settings, and they are even more pronounced in compulsory education, which not only puts instructors' instructional and managerial skills to the test but also has an impact on teaching quality. American scholar Kongman conducted research on the between class size and students' academic performance. In 1909, a school district in Pennsylvania, USA, analyzed the records of students who were promoted and repeated grades in the year, and divided the students of the school into three samples: fewer than 40 students, 40-49 students, and more than 50 students. He conducted tracking statistics on the enrollment rate of students, and got the result the smaller the number of classes, the higher the enrollment rate (Yang, 2015). Some people have also noted that managing a large class is challenging because to how serious it is, and that disruptions in the classroom have a negative impact on both teachers' and students' physical and mental health. This is not good for a student's overall development. (Chen, 2014).

Research in PE has shown that large class sizes are seen as a major barrier in primary PE in providing students with a high-quality daily PE program. (Gross, 2009) PE classes

are special because they are held outdoors and various sports. The students are enthusiastic and uncontrollably active in the classroom, which complicates the teaching environment.

Current problems: in the "large class" PE classroom teaching, it is difficult for teachers to organize, many unsafe reasons, the places and equipment are fairly not enough, and advanced teaching ideas cannot be spread well.(Ma, 2007) There are cramped spaces for students to attend class or exercise, and playgrounds are under severe stress. Not enough equipment has seriously affected students' interest in physical exercise. It is recommended that schools carry out extracurricular sports in grades or in batches to avoid crowding and accidental injuries.(Ruan, 2006).

However, 90% respondents showed that their students suffered only minor injuries during PE class. Interview data are consistent with these findings, showing that minor injuries are common. Although the survey results show that most teachers believe that risk and safety management are important in PE teaching, the interview data shows that teachers' view of risk is uncertain, which limits teachers' control through risk and safety management.(Porsanger & Sandseter, 2021) Multiple risk causes make PE classroom management a hot topic. In elementary school PE, the lower grade students are lively and active by nature, and their self-management ability is poor. In such a setting, there are certain dangers associated with students' engagement in physical activity, and these factors not only hinder students from engaging more fully in physical activity but also have an impact on the quality of PE teachers' classroom instruction. To effectively manage PE classroom teaching, one must not only have a firm grasp of teaching and discipline, but also know of the hazards associated with such environments and adopt suitable measures to guarantee that PE lessons are completed in a timely manner. At the same time, precautions are taken to reduce the risk, highlighting the need of managing the PE classroom.

PE teachers are all aware of the importance of classroom management, but the lack of replying classroom management knowledge and ability has gradually changed into punishment-based management of students, which makes students lose their subjective status. Teachers should pay attention to correct students' bad behaviors in the teaching, and should be good at using rewards and punishments to help students find out the habit of seeing norms, which requires teachers themselves to have high professionalism.(Zhang, 2019).

Teaching in large class sizes in PE continues to be a problem that deserves the attention of teachers, and it is not just a unique situation in China. Developing modern PE has always been focused on to create good teaching order in large class sizes. A study of 5,606 PE classes in 1,239 schools across 17 states found that even in the developed nation of the United States, elementary and secondary schools there did not meet the national recommendations for PE programs that call for moderate to vigorous exercise intensity and

class size.

Therefore, regarding this inevitable problem we must take feasible and effective measures to make the large class size PE classroom have a positive impact on the students under the existing conditions and using the available teaching. PE is an important subject for students' physical and mental development. However, for large class sizes, PE in the lower grades of elementary school is often out of order, which seriously affects the quality of PE and the physical and mental health development of students. The eventual goal of PE is not only to teach students knowledge and skills, but also to cultivate students' learning behavior, healthy behavior, self-discipline, build PE learning community literacy, emotional literacy, collective education literacy, and finally realize students' healthy life.(Pan, 2017).

## RESULTS

### *Classroom Management*

A major problem with sports injury identification and prevention in primary schools is the neglect of injury risks and injury management steps in physical education disciplines.(Maudi et al., 2020) The greatest difficulty and difference in teaching large PE classes compared to other programs is classroom management. In a "small class size" environment, teachers are able to take care of the whole class and the classroom environment is neat and orderly; however, in a large class size environment, classroom disorder affects classroom instruction. Students have poor self-control, the number of students in PE classes is large, and the environment of some schools is harsh. We need to pay more attention to the classroom discipline of students. Only by living in harmony with them can the PE class progress smoothly.

In terms of teaching quality, the teaching method is based on the traditional lecture and demonstration teaching, which is intuitive, practical and simple. The drawback is that when a class has 60–70 students, some students may not see the teacher demonstrate or hear the teacher explain, which makes the learning effect less evident and prevents the single teaching approach from meeting the needs of students' physical and mental growth.

For risk management in PE, on the one hand, teachers face many students and need to teach and ensure the quality of teaching; on the other hand, they must consider the safety of students and deal with some emergencies. These emergencies affect concentrated teachers and students, and it is difficult for teachers to see, prevent and control the words and deeds of individual students, which increases potential safety hazards. For example, for younger students, going to the toilet is a problem. Many times, the teacher does not explain the needs in advance, and students may urinate their pants. For running problems,

some students be lazy and run across the playground or off the track to reduce the running distance.

### *Emotion management*

Most teachers believe that negative emotions are more likely to reduce the effectiveness of classroom teaching. At the same time, teachers' heavy teaching tasks lead to focusing on teaching content and ignoring students' emotional experience in the classroom. Teachers do not have enough energy to pay attention to students' emotions, resulting in a depressing classroom atmosphere, difficulty mobilizing students' learning enthusiasm, and a decline in teaching quality.

Teachers' emotions are the regulators of students' emotions. Teachers must show specific and positive emotions in teaching in order to make students have positive emotional experiences. From the first second when the teacher appears in the classroom, the teacher's emotions will subtly affect the students. When the teacher walks to the front of the team full of energy and with a serious expression, the hustle and bustle in the team will disappear at that moment.

Studies have shown that most teachers have weak emotional opinion of classroom autonomous teaching, lack the ability to adjust emotional changes in time, and it is difficult to guarantee the teaching effect. Teachers have poor self-emotional control ability, ignore emotional value, and mishandle students with bad behavior. They are even easily affected by students' bad behavior and show anger and irritability, unable to adjust in time, let alone the quality of teaching.(Wang, 2021) In the face of students' problems, some teachers choose to ignore them. Some teachers' management behaviors are simple and rude, and they lack patience, which causes students to lose their dominant position in the classroom.(Zhang, 2015) In the long run, emotions will affect the human body, and it is an unreasonable choice to cause teachers' own health problems by students' bad behavior.

### *Thought Management*

Different people have different opinions about PE. For school administrators, if student safety issues arise in PE classes, PE classes will be reduced or not attended to ensure student safety to avoid injury problems. For parents, PE is not helpful for students' further studies, and it is often the most easily overlooked topic for parents. For PE teachers, if an accident occurs in PE class, as the first responsible person, they have to face the blame of the school and parents, which makes it difficult for PE teachers to carry out their work. Therefore, teacher education programs should consider safety issues from a pedagogical perspective, so safety courses become a stepping-stone rather than a stumbling block to other PE. In particular, expertise in assessing and managing PE safety risks should be carefully considered in preservice and in-service teacher education programs.(Park, 2018).

At the same time, it is necessary to strengthen school administrators' emphasis on PE and change management methods. We must have our own system for sudden safety accidents, instead of letting the PE teacher charge forward and bear all the grievances, making the PE teacher disheartened. As a manager, you should be committed to building harmonious interpersonal relationships. Realize personal value while realizing collective value, instead of having a bad relationship with managers, resulting in slow work progress.

## DISCUSSION

### *Precisely controlled card system Teaching*

The PE classroom is an important part of school PE, which has an important role in the physical health and personality building of students, but dangers in sports and safety hazards in the PE classroom. Firstly, the education department should improve the safety and security related to PE in schools, and must do a good job in this "large class size" teaching environment. Secondly, PE teachers themselves should have their own countermeasures for risk control and prediction. Finally, don't expect your students to do what you want them to do 100% of the time.

The emotional changes of elementary school students are different from those of adults. A prominent feature of ups and downs directly affects their attitudes and behaviors when joining in sports, which is also closely related to sports injury accidents. This is when teachers' expertise in risk and safety management is critical to creating safe learning environments and educational opportunities to improve the quality of PE programs. Porsanger believes that teachers should develop risk and safety management knowledge based on their own experience in sports..(Porsanger, 2021).

Classroom routines are strengthened in daily life. The emotional changes of primary school students are different from those of adults. An obvious feature is the ups and downs. This will be directly related to their attitude and behavior when joining in sports, which is also closely related to sports injury accidents. This is when teacher expertise in risk and safety management is critical to creating safe learning environments and educational opportunities to improve the quality of PE lessons. Porsanger believes that teachers should build their risk and safety management knowledge based on their personal experience in sports. 1. It is needed that each student can set up discipline and consciously obey classroom discipline. 2. Purposefully conducting a series of PE classroom safety training for students can improve students' awareness of PE risks, correctly identify possible risks in PE classrooms, master methods to avoid PE classroom risks, and reduce to occur PE classroom safety accidents. For example: card.

This card can help teachers better manage classroom routine and discipline. For example, the issue of student mobility. In teaching, there will be multiple PE teachers teaching at the same time on a playground. If there are about 150-300 students taking PE classes at the same time according to the standard for a large class, the increase in the number will undoubtedly increase the pressure on places and management risks. Generally speaking, classroom rules require students not to leave the playground by themselves, and to report to the PE teacher in case of an emergency. However, when teaching and discipline are emphasized at the same time, the teacher's energy is limited. First, it is not accurate whether the students who have just left will come back. Second, because of the limited space, decentralized teaching may be adopted to make reasonable use of idle time, and distributed the number of students is not well grasped. At this time, the card can be used to manage the flow of personnel well.

Case 1: In class, students will go to the toilet and usually report to the teacher. However, for larger classes, when the content of the activities is scattered, there will be a difficulty of forgetting the students have returned in a blink of an eye. Teachers can't grasp the of students, and don't know whether it is an excuse to avoid training or danger when going out. It can be confirmed whether the students return to the team by issuing poker cards. The number of cards does not need to be large, two colors are enough. Male students who leave the team will be given black poker cards, and women will be given red poker cards. To avoid the of students not returning from the group because of various reasons, strengthen to monitor psychologically high-risk students, and set up a classroom safety guarantee.

#### *Group leader system for shared progress Teaching*

How to improve the teaching quality of PE classes in large class sizes has been a major issue in school PE. Most experts and scholars suggest using cooperative teaching methods in "large class size" teaching to make the large class size smaller. For example, homogeneous grouping and varied grouping are common. Homogeneous grouping means the students in the same group are nearly the same about physical ability and motor skills. Varied grouping that teachers grouping, each group assigned one or two students with outstanding technical ability appointed as teaching team leaders, set up learning groups, the role of group leaders. Through such hierarchical teaching, we can effectively improve students' learning motivation, improve their self-confidence, and master the learning content.(Chen, 2018).

In teaching practice, various grouping methods may be used at the same time to seek cooperation among students. Teaching through such a fixed grouping reduce the transfer of teams and increase the time for practice.

For teachers, the work pressure bought by large classes is reduced; for students, the classroom is not only the teacher's classroom but also the classroom between students.

Through such teacher-guided classroom management techniques, active cooperation among students is more likely to improve learning effectiveness. (Taib Harun, 2015) At the same time, the card can also be introduced here to set certain reward and punishment measures. For example, red cards can be used as rewards to reduce the number of exercises, black cards can be used as punishments to increase the number of exercises, and so on. Improving the excellent and supplementing the poor not only improve the overall learning quality, but also form a good learning atmosphere of common help, common learning and competition.

Regardless of the grouping method used, there must always be at least one group leader, who may be chosen by the group or appointed by the teacher to help manage the class. For example, keep the normal order of the classroom, prevent everyone from laughing and fighting, and help the teacher in teaching. Setting up a group leadership model can address effective learning and safety.

#### *The unforgettable reflection system Teaching*

A most important of creating a modern teaching team is taking emotional concerns with teachers into consideration. Emotions have a significant impact on people's ability to do their jobs and are closely linked to both physical and mental health.

In 1993, Hatfield and others put forward the "imitation-feedback mechanism theory", which means that once the mechanism starts to operate, it will affect the emotional experience of the perceiver, so that the perceiver will have similar emotions to others, so that the infected will also have a similar emotional experience.

For example, a pleasant learning environment can also affect a teacher's personality. Teachers will experience love and respect in such an environment, as well as professional achievement and a healthy emotional state.

For another example, career makes the sense of boundaries disappear, so your career no longer teaches and educates people. The society needs you to take on more work other than teaching, and even affect teaching. Some irrational parents lack respect for you, take your contributions for granted, and ask you to reply to messages in time after get off work. Leadership needs even those who are selfless and capable to work harder, but that does not mean that more work is more rewarding. The pressure from society, leaders, parents and students makes teachers burnout and negative emotions.

Teachers' emotions affect the quality of teaching and indirectly affect students' learning. Studies have shown that conscientiousness has the greatest impact on teachers' ability to manage emotions in teaching (Zheng, 2021).

How to carry out self-salvation for self-falling into emotional and ideological problems. First, read. By reading related books, you can get a wealth of theoretical knowledge from books. Second, use. It will be handier to use familiar theories to solve practical problems in teaching. Third, sublimation. Combining theory with practice, we can not only further perceive the possibilities of theory but also generate deep understanding and insight into different cases. Only when teachers manage their emotional states well can they make suitable emotional and behavioural responses when facing different objects.

The above three processes are all reflected in self-reflection. Teachers who do not forget their original goals and often reflect can relieve conflicts with students and increase the emotions between teachers and students. We have a good mood, which cannot only relieve the pressure in life, improve the enthusiasm and initiative of work and life, but also improve physical and mental health and improve subjective well-being.

## CONCLUSIONS

Based on practical investigations and many scholars' studies, it was found that the main problems encountered in the management of large PE classes in elementary school came from teachers and students, and the author launched a detailed discussion of theirs. The results show that there are multiple reasons at the teacher level that lead to a lack of teacher management; at the student level, it is found that students' physical and mental health are challenged and need teachers' intervention and patient guidance.

Teaching PE involves complex instructional activities that focus not only on the physical and hardware but also on the psychological. Teachers should have an accurate understanding of the risk factors that exist in the classroom and implement appropriate strategies to develop routines that will help in classroom management. The countermeasures in this study will, to some extent, improve frontline PE teachers' ability to control the PE classroom. To improve teachers' ability to tolerate and empathize with students. Provide correct guidance and awareness for students.

### ***Conflict of interest***

The authors report there are no competing interests to declare.

### ***Author's contribution:***

Wenyao Chen is responsible for collecting information, conducting field investigations, and writing papers.

Mohamad Nizam Bin Mohamed Shapie is responsible for determining the research direction, collecting information, suggesting revisions, and revising the paper.

Mohamad Rahizam Bin Abdul Rahim is responsible for determining the research direction, collecting information, suggesting revisions, and revising the paper.

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