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The reality of applying the teaching strategy from the point of view of teachers of the faculty and departments of physical education and sports sciences

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Abstract

The research aimed to identify the reality of applying the teaching strategy and its dimensions, and to identify the differences in applying the teaching strategy and its dimensions according to variables (scientific title, years of service). Descriptive approach was used by surveying method, and sample was chosen by randomly, where the research included the (110) teachers of the College and Departments of Physical Education and Sports Sciences, Mosul University. The researchers used a questionnaire (Al-Qarhi, 2009) [6], which consisted of (40) paragraphs distributed over five axes (Reality of Understanding of teachers, the reality of teachers benefiting from content of training packages as a scientific and practical reference, the reality of training the implementation of teaching strategies, The reality of teachers' implementation of the procedures for applying teaching strategies in classroom, the reality of evaluating teachers) and at (13, 13, 14, 15, 10) respectively. The answer is done according to five alternatives (very high, high, medium, low, very low), and the data were processed statistically using percentage, arithmetic mean, standard deviation, alpha coefficient (Alpha), T-test for two independent samples, one-way analysis of variance, L.S.D test.

Keywords: Teaching strategy, physical education, sports science

Introduction

The concept of teaching strategies includes the teaching process and its method of the teacher's movements within the classroom and his behaviors issued by him in a regular and gradual manner, it also includes his educational skills such as his activity and the extent of his interaction with the subject and students (classroom interaction) and investing the classroom space by moving and explaining using educational aids (1).

Teaching strategies differ. Some teaching strategies allow learners to progress at their own pace while others develop in pupils, the capacity to solve situations previously not encountered through combining old rules and principles into new higher-order ones (Harrison & Blackmore, 1992) (2). Teaching strategies employed by some teachers may increase student responsibility for learning and feedback while others enable learners to progress through a sequence of learning activities without immediate presence of the teacher. Therefore, the ability of the teacher to put subject matters before the students in an artistic manner may influence students' performance in Physical Education (4). Such initiatives inevitably involve curriculum planning. As AI is an emerging field undergoing rapid changes, and considering that teachers are most likely not familiar with its content, understanding how existing theoretical frameworks of curriculum planning and teachers' perspective can be invoked to respond to the situation would be of interest to the refinement of curriculum theories and teacher development. While innovators among teachers are creating AI curricula, a recent review of AI in education has highlighted the lack of study on teachers' perspective (5). The importance of the research lies in trying to find teaching strategies to advance the scientific and practical level in the extent to which physical education and sports sciences are studied in colleges and departments of physical education and sports sciences.

The teaching strategy has varied, and with its variety, the appropriate strategy is chosen that can achieve the educational objectives of the physical education lesson, as well as taking into account the individual differences between learners in abilities, preparations and tendencies

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towards practice, a clear decrease in the level of teaching was seen, which may be due to the weakness in the applying the teaching strategy and its impact on how teaching is performed, therefore, a strategy should be used to raise the level of teaching., problem of the research lies in finding the appropriate strategy for teaching a subject, one of the most important principles that lead the teacher to the desired goal, which is effective learning and achieving the desired goal. Identifying the reality of applying the teaching strategy and its dimensions from the point of view of teachers of the faculty and departments of Physical Education and Sports Sciences, Identifying the differences in the applying the teaching strategy and its dimensions from the point of view of teachers of the faculty and departments of physical education and sports sciences according to the variables (scientific title, years of service).

Previous study

Al-Qarhi study (2009) [6]

The reality of applying teaching strategies from the point of view of English language teachers and supervisors.

The research aims to find out

1. What is the reality of teachers' understanding of the objectives of applying teaching strategies from the point of view of English language teachers and supervisors?
2. What is the reality of teachers benefiting from the content of training packages as a scientific and practical reference when applying teaching strategies from the point of view of English language teachers and supervisors?
3. What is the reality of teacher training in applying teaching strategies from the point of view of English language teachers and supervisors?
4. What is the reality of teachers' implementation when applying teaching strategies from the point of view of English language teachers and supervisors
5. The reality of teachers evaluating the applying of teaching strategies, which obtained a (medium) degree of approval, and the value of the general arithmetic mean for the axis was (3.20).
6. There are statistically significant differences between the responses of the study sample at the significance level (0.05) about the degree of approval of the aspects of the study tool according the following variables (years of experience, educational stage) and according to the variable (Scientific Qualification) in the first and third aspects only, and according to the variable (the number of teaching strategies trained) in the second and third aspects only.

The researcher used the descriptive approach for its suitability and the kind of the research, and the research sample included (220) teachers and (10) supervisors.

The researcher concluded the following

1. The reality of teachers' understanding of the objectives of applying teaching strategies obtained a (high) degree of approval, and the general arithmetic mean value of the axis was (3.634).
2. The reality of teachers benefiting from the content of training packages as a scientific and practical reference when applying teaching strategies, it obtained a (high) degree of approval, and the general arithmetic mean value of the axis was (3.43).
3. The reality of teacher training on the applying of teaching strategies, obtained a (medium) degree of approval, and the value of the general arithmetic mean for the axis was (3.18).
4. The reality of teachers' implementation of the teaching strategies when applying the teaching strategies achieved a (high) degree of approval, and the general arithmetic mean value of the axis was (3.40).
5. The reality of teachers evaluating the applying of teaching strategies, which obtained a (medium) degree of approval, and the value of the general arithmetic mean for the axis was (3.20).
6. There are statistically significant differences between the responses of the study sample at the significance level (0.05) about the degree of approval of the aspects of the study tool according the following variables (years of experience, educational stage) and according the variable (scientific qualification) in the first and third aspects only, and according to the variable (the number of teaching strategies trained) in the second and third aspects only.

Research Methodology

The researchers used the descriptive approach in the survey method because it suits the type of study and its objectives.

The research community and its sample

The research community was chosen and sampled by a deliberate comprehensive inventory method, where the research included the teaching staff in the College and Departments of Physical Education and Sports Sciences, University of Mosul, who numbered (167), and the researchers obtained (110) teaching forms subject to statistical analysis, which constitutes (65.8%) From the research community and as shown in Table 1.

Table 1: Shows the research community and its sample for the faculty and departments of physical education and sports sciences, University of Mosul

Variables	Teachers	
	Research community	The research sample
Faculty of Physical Education and Sports Sciences	126	74
Faculty of Basic Education, Department of Physical Education and Sports Sciences	31	26
College of Education for Girls, Department of Physical Education and Sports Sciences	10	10
Total	167	110

Material To achieve the objectives of the research, the researchers used the Teaching Strategies Questionnaire prepared by (Al-Qarhi, 2009) [6], where the questionnaire consisted of (40) paragraphs distributed on five dimensions (the reality of male and female teachers' understanding of the goals of applying teaching strategies, the reality of male and

female teachers benefiting from the content of training bags as a scientific and practical reference When applying teaching strategies, the reality of training male and female teachers to apply teaching strategies, the reality of male and female teachers implementing the procedures for applying teaching strategies in the classroom, and the reality of male or female

teachers' evaluation when applying teaching strategies) at (8, 10, 12, 11, 9) respectively, and the questionnaire items were answered according to five alternatives (very high, high, medium, low and very low). And then verify its apparent sincerity and stability as follows.

Apparent Honesty

the researchers presented the questionnaire to a number of experts specialized in teaching methods to judge the items of the scale, and each of them was asked to make his observations in each of the items of the questionnaire as being valid or invalid in the specified field, they were also asked to express their opinions about the clarity of the paragraphs and their relevance to the sample, as well as the validity of the alternatives.

The analysis resulted in the deletion of some paragraphs, so that the number of the questionnaire's paragraphs became 40 paragraphs to suit the current study sample, and some paragraphs in the questionnaire were modified, and the researchers obtained a percentage that ranged Between (75-100%) of the experts' agreement for the remaining paragraphs of the scale, the amendments were made after the researchers obtained an agreement of 6 experts because it represented

more than a percentage of (75%).

Scale stability

To obtain the questionnaire's stability, the value of the alpha stability coefficient was (0.91).

Description of the scale in its final form

The Teaching Strategies Scale consists of (40) items distributed over five dimensions (the reality of male and female teachers' understanding of the objectives of applying teaching strategies, the reality of male and female teachers benefiting from the content of training packages as a scientific and practical reference when applying teaching strategies, the reality of training male and female teachers on the applying of teaching strategies, the reality of male and female teachers implementing the procedures for applying teaching strategies in the classroom, the reality of evaluating male or female teachers when applying teaching strategies) At (8, 7, 10, 8, 7) respectively, five alternatives were placed in front of each of the two scales: very high, high, medium, low, very low, bearing weights (5, 4, 3, 2, 1) Respectively, the researchers conducted a systematic random mixing of the teaching strategies items, as shown in Table 2.

Table 2: The sequence of paragraphs of the dimensions of teaching strategies

Dimensions	Number of paragraphs	Paragraph sequence in scale
The reality of male and female teachers' understanding of the objectives of applying teaching strategies.	8	1 6 11 16 21 26 31 36
The reality of male and female teachers benefiting from the content of training packages as a scientific and practical reference when applying teaching strategies.	7	2 7 12 17 22 27 32
The reality of training male and female teachers on the applying of teaching strategies.	10	3 8 13 18 23 28 33 37 39 40
The reality of male and female teachers implementing the procedures for applying teaching strategies in the classroom.	8	4 9 14 19 24 29 34 38
The reality of male and female teachers implementing the procedures for applying teaching strategies in the classroom.	7	5 10 15 20 25 30 35

Thus, the scale in its final form is ready to be applied to the research sample, as shown in Appendix (1).

The answer levels were divided for the dimension depending on the relative weights and according to Likert's quintile division, as shown in Table 3.

Table 3: Relative weights and degrees of answer levels for the scale and dimensions

No.	Categories (arithmetic mean)	Level degree
1	From 4.2 - to 5	Very high
2	From 3.4 - less than 4.2	High
3	From 2.6 - less than 3.4	Medium
4	From 1.8 - less than 2.6	Low
5	1 - less than 1.8	Very low

Statistical means

- Percentage.

- Arithmetic mean.
- Standard deviation.
- Alpha coefficient.
- T-test for two independent samples.
- One-way analysis of variance.
- One-way analysis of variance (ANOVA) test (F).
- L.S.D. Least Significant Difference Test.
- Using the SPSS statistical program to analyze the data.

Presentation, analysis and discussion of the results: This chapter includes a presentation and discussion of the results according to the research hypothesis as follows:

The first hypothesis: There are differences in the level of applying of teaching strategies and their dimensions from the point of view of the faculty and departments of physical education and sports sciences, University of Mosul.

Table 4: Shows the arithmetic averages and standard deviations in the level of applying the teaching strategies and their dimensions for the teaching staff of the faculty and departments of physical education and sports science

Applying Teaching Strategies	Arithmetic Mean	Standard Deviation	Percentage	The Level
The reality of male and female teachers' understanding of the objectives of applying teaching strategies	33.21	3.06	83.02	High
The reality of male and female teachers benefiting from the content of training packages as a scientific and practical reference when applying teaching strategies	29.04	2.64	82.97	High
The reality of training male and female teachers on the applying of teaching strategies	40.66	4.01	81.32	High
The reality of male and female teachers implementing the procedures for applying teaching strategies in the classroom	33	3.23	82.5	High
The reality of evaluating male or female teachers when applying teaching strategies	28.84	2.63	82.4	High
Total	165.13	13.36	82.6	High

It is noticed from the extrapolation of the results in Table 4 that there is little discrepancy in the level of dimensions of the applying of teaching strategies, where the order of dimensions appeared (the reality of male and female teachers' understanding of the objectives of applying teaching strategies, the reality of male and female teachers benefiting from the content of training bags as a scientific and practical reference when applying teaching strategies, the reality of Implementation by male and female teachers of the procedures for applying teaching strategies in the classroom, the reality of evaluating male or female teachers when applying teaching strategies, the reality of training male and female teachers to apply teaching strategies) and with arithmetic means (83.02, 82.97, 82.5, 82.4, 81.32) and standard deviations (3.06, 2.64, 3.23, 2.63, 4.01), respectively, at a high level, and the total arithmetic mean (82.56) and a standard deviation (13.26) at a high level appeared. The researchers see that the discrepancy in the levels of the dimensions of the teaching strategies is due to the convergent

vision of the two teachers about the importance of teaching strategies and the presence of a positive trend towards the goals of applying teaching strategies, as well as the compatibility between the teachers about the contents of the teaching program and that it fits with many of their knowledge and skill needs, and the conviction of the teachers in the reality of their implementation of lessons designed according to teaching strategies and the teacher's knowledge of the tools and methods of evaluating performance, whether it is self-evaluating or through peers, which leads us to reject the alternative hypothesis and accept the null hypothesis.

The second hypothesis: There are significant differences between the answers of the study sample about applying the teaching strategies and their dimensions from the point of view of the faculty and departments of physical education and sports sciences, University of Mosul, according to the variables of scientific title, years of service.

Table 5: Shows the results of the analysis of variance for the levels of the scientific title variable among the groups of faculty and departments of physical education and sports sciences according to the scale of applying of teaching strategies

Variables	Variance source	Set of squares	Degrees of freedom	Mean squares	Calculated (Q) value	Sig. Value
Physical education teacher groups	between groups	1573.257	3	5.24.12	3.05	0.018
	within groups	15869.916	106	149.716		
	Total	17443.173	109	6.74.15		

* Significant at an error rate < (0.05).

It is evident from Table 5 that there are significant differences between the answers of the teachers' groups of faculty and departments of physical education and sports sciences according to the scientific title variable on the applying of teaching strategies, as the significance value was (0.018) compared to the approved significance level (0.05).

For the purpose of testing the significance of differences between the averages of the four levels groups and to determine which of the groups is superior to the other, the least significant difference (L.S.D) test was used and Table 6 Shows that.

Table 6: LSD results show the differences in scientific title according to the scale of applying teaching strategies

Scientific title levels	The number	Arithmetic mean	Standard Deviation	The difference between the averages	Sig. Value
Professor - Assistant Professor	22-31	166.72-168.06	10.73-10.81	-1.33724	0.696
Professor – Lecturer	22-41	166.72-159.51	10.73-14.12	7.21508 *	0.028
Professor – Assistant Lecturer	22-16	166.72-166.31	10.73-11.45	0.41477	0.918
Assistant Professor – Lecturer	31-41	168.06-159.51	10.81-14.12	8.55232- *	0.004
Assistant Professor - Assistant Lecturer	31-16	168.06-166.31	10.81-11.45	1.75202	0.643
Lecturer - Assistant Lecturer	41-16	159.51-166.31	14.12-11.45	6.80030-	0.062

* Significant at an error rate < (0.05).

It is evident from Table 6

- There is a significant difference in the applying of teaching strategies between the two groups (Professor - Lecturer) and in favor of (Professor).
- There is a significant difference in the applying of teaching strategies between the two groups (Assistant professor - Lecturer) and in favor of (assistant professor).

It is due to the rush and initiative in the applying of modern teaching strategies by giving students the opportunity to search for information through contacting various learning sources, as well as giving a qualitative leap that depends on the active role of students in the teaching process. Teaching strategies also contain criteria for choosing the appropriate strategy for physical education and sports science lessons.

Table 7: Shows the results of the analysis of variance for the levels of the years of service variable among the totals of faculty and departments of physical education and sports sciences according to the scale of the applying of teaching strategies

Variables	Variance source	Set of squares	Degrees of freedom	Mean squares	Calculated (Q) Value	Sig. Value
Physical education teacher groups	between groups	1311.250	2	655.625	3.848	0.024
	within groups	18232.069	107	170.393		
	Total	19543.318	109	826.018		

* Significant at an error rate < (0.05).

It is evident from Table 7 that there are significant differences between the answers of the teachers' groups of faculty and departments of physical education and sports sciences

according to the variable years of service about the applying of teaching strategies, as the significance value was (0.024) compared to the approved significance level (0.05).

For the purpose of testing the significance of differences between the averages of the four levels groups and to determine which of the groups is superior to the other, the

least significant difference (L.S.D) test was used and Table 8 Shows this.

Table 8: LSD results show the differences in years of service according to the teaching strategies applying scale

Years of service	The number	Arithmetic mean	Standard Deviation	The difference between the averages	Sig. Value
More than 10 years - from 5-10 years	69-33	170.37-168.33	11.35-10.91	5.38472-	0.054
More than 10 years - less than 5 years	69-8	170.37-162.79	11.35-14.10	11.20290- *	0.024
5-10 years - less than 5 years	33-8	168.33-162.79	10.91-14.10	5.81818-	0.261

* Significant at an error rate < (0.05).

It is evident from Table 8

There is a significant difference in the applying of teaching strategies between the two groups (more than 10 years - less than 5 years) and in favor of (more than 10 years).

It refers to the continuous experience in the teaching process and the applying of modern teaching strategies by following strategies that help achieve the set objectives of the teaching program and following procedurally codified steps that reduce randomness in teaching practices as well as using self-evaluating tools to judge the success of the implemented lesson and give students the opportunity to develop creative thinking each this comes through continuous practice in the teaching process and following the latest methods in communicating the educational material.

Conclusions

There is little variance in the order of the dimensions of the applying of teaching strategies from the point of view of the teachers of faculty and the departments of physical education and sports sciences, There are significant differences between the answers of the study sample about the applying of teaching strategies and its dimensions from the point of view of the faculty and departments of physical education and sports sciences, University of Mosul, according to the scientific title variable between professor and lecturer and in favor of the professor and assistant professor and lecturer and in favor of assistant professor, There are significant differences between the answers of the study sample about the applying of teaching strategies and its dimensions from the point of view of the teachers of faculty and departments of physical education and sports sciences, University of Mosul, according to the variable years of service between more than 10 years and less than 5 years and in favor of more than 10 years.

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