

# Evaluating teaching practices according to the learning theories of physical education teachers for primary schools in Babylon

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## **Abstract**

*The teaching practices according to the learning theories of the educational cadres of teachers in primary schools in Babylon help educational institutions achieve a set of goals, so the researchers prepared this research to try to uncover the teaching practices of teachers of physical education in Babylon schools according to a comprehensive study that was adopted from the reality Existing and approved by education. Where the study included the role of educational cadres specialized in the field of schools sports and teaching practices according to learning theories and ways to apply them in primary education.*

*The study aimed to identify the teaching practices of teachers of physical education at the primary schools , according to learning theories. And to know the extent of male and female teachers having teaching practices in physical education for the elementary stage in Babil Governorate.*

*As for the research hypotheses, there is no significant difference between the average total teaching practices of teachers of physical education for the elementary stage, depending on the gender, experience and educational qualification variable, the descriptive approach was chosen by its survey method to suit this study.*

*The percentage of the research sample was (79.10%) of the total number of students from the original research community.*

**Keywords:** *Evaluating, primary schools, Babylon*

## **Introduction and importance of research:**

Psychologists and education scientists tried to answer two important questions: The first is how we teach, and the second is how we learn, to answer these questions, many educational theories have emerged that attempt to explain learning and adopt scientific hypotheses that work to develop the learning process and raise the level of education. Understanding the psychological and theoretical foundations of learning is beneficial for teachers as it helps them to define the psychological direction of dealing with the learner. The educational teacher needs to use the information he possesses and the skills and patterns he has acquired in various areas of teaching activities, whether it is related to planning and implementation of the lesson or decision-making and evaluation or other professional competencies necessary to ensure an acceptable level of teaching practice, And teachers, regardless of their level and experience, need to use available measurement tools to test their performance teaching to know the development and progress and to enable them to positively influence students' learning and improve the teaching process. Teacher preparation is one of the most important factors that help in achieving the desired educational renaissance that leads to the renaissance of society in all aspects.<sup>(1)</sup>

The evaluation is an essential pillar of the educational process, "Evaluation is a diagnostic and therapeutic process together, which is the scientific method from which the educational reality is accurately diagnosed and it chooses the adequacy of the means and procedures used and benefiting from its results in modifying the educational path by setting solutions and treatments and proposing appropriate alternatives to all contribute to achieving the goals Drawn for the educational process".<sup>(2)</sup>

The importance of research being a self-evaluation of the behaviors of male and female teachers of physical education, it sheds light on the nature of some of the teaching practices carried out by teachers through their identification and selection

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of the proposed alternatives to teaching situations that are appropriate to what they do in their regular teaching behavior, such a study contributes to providing a tool to determine classroom teaching practices for male and female teachers of physical education at that point that can support the scientific research wheel toward this line of research.

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#### **Research problem:**

Through the researcher's work for a long time in the educational field for the primary schools and by virtue of their specialization in the subject of physical education, they felt the need for a self-evaluation tool in which the physical education teacher can judge his performance according to a questionnaire tool instead of the external evaluation of the teacher's performance by the educational supervisor and this is what led the researchers to give confidence and freedom to the teacher in assessing himself and his performance level in an effort to diagnose the strengths and weaknesses from his point of view, so that the researcher can make recommendations and proposals for those responsible for preparing teachers and training them.

The literature indicates that the participation of the teachers in the evaluation process contributes positively later in the process of planning sports programs with effective effectiveness in the field and thus trying to answer the following question: What is the level of evaluation of teachers and teachers of physical education according to variables, educational qualification, gender experience, and do teaching practices differ according to learning theories?

#### **Research objectives:**

- 1- Identify the teaching practices of physical education teachers in the primary schools according to theories of learning.
- 2- Identify the extent to which teachers possess teaching practices for physical education for the primary schools in Babil Governorate.
- 3- Identify the significance of the differences in the teaching practices of physical education teachers according to gender and educational qualification variables and experience according to learning theories.

#### **Research hypothesis:**

- 1- There is no significant difference between the average total teaching practices of teachers of physical education for the elementary stage according to the gender variable, experience and educational qualification

#### **Research fields:**

**The human field:** Physical education teachers for the primary schools in Babil Governorate.

**Time domain:** from 1/10/2019 to 10/5/2020.

**Spatial field:** Primary schools for boys and girls in Babil Governorate.

#### **Determine terms:**

- **Teaching Practices:** It is the transformation and translation of modern teaching concepts into actual teaching behavioral practices in the classroom by secondary school teachers.<sup>(3)</sup>
- **Learning theories:** A set of principles and implications through which the observed changes in performance can be linked with what can be conceived as a reason for these changes to occur. <sup>(4)</sup>

**Research Methodology:** The researchers used a descriptive approach using a survey method and correlations to match the nature of the research.

**Research community and sample:** The research community consists of male and female teachers of physical education for boys and girls schools for the primary schools in Babil Governorate for the academic year 2019 - 2020, and the number is (184) male and female teachers (Bachelor and above, less than Bachelor ) in addition to dividing them into three categories according to the variable of experience: (Less than five years old), (6-10 years old), (11 years old and above), (34) male and female teachers were excluded from the research community, including (17) male and (17) female teachers, due to their contribution to the stability test, and excluding (5) for not answering the questionnaire, so that the research sample will be (145) male and female teachers (73) male and female (72) female teachers, and the research sample will constitute (79.10%) of the research community as shown in table (1).

Table (1) shows the number of members of the research community according to the variables of the qualification gender and years of experience.

Qualification	category	male	female	Total	
Bachelor and above	Less than five years old	21	10	31	83
	6-10 years	14	10	24	
	11 years and above	13	21	34	
Less than Bachelor	Less than five years old	12	21	33	101
	6-10 years	19	20	39	
	11 years and above	13	10	23	
Total		92	92	184	184

#### Search tools :

##### The questionnaire:

**Questionnaire design:** Through the researchers' knowledge of the literature and studies, including books, references and personal experience, and that no researcher previously touched upon this study (as far as the researchers know) in the field of physical education for the elementary stage and the lack of a ready tool that achieves the goals of the research, the researchers designed a tool according to the following steps:

- 1- The questionnaire was presented to a group of arbitrators who are specialists with teaching methods, psychology, management, organization, measurement and evaluation to ensure the validity of the address and its main axes and add or delete any axis they see fit Appendix 2 and after returning the questionnaire forms from the experts and obtaining an agreement rate (85 %) On the validity of the title and main themes.
- 2- The questionnaire was presented to the research community of teachers of physical education in the province of Babylon, which number (184) Supplement (3) through which they can obtain teaching practices in the light of learning theories that they consider necessary and express the main axes that they perform during their implementation of physical education lesson and activities that They are assigned to it and asked to add any axis they deem appropriate to be added to the axes below:
  - The axis of lesson planning.
  - The axis of implementation of the lesson.
  - The axis of classroom management and dealing with student.
  - The axis of using devices and tools.
  - The axis of professional preparation.

After obtaining the answers received, they were emptied, standardized, arranged and added practices not mentioned in their answers, through the researchers' reading of studies. Students Participation axis.

##### Tool Validity:

Validity is an important prerequisite and basic steps for taking tests Corresponding,<sup>(5)</sup> and make appropriate decisions for a specific purpose.<sup>(6)</sup>

In order to verify the validity of the tool, face validity was adopted by presenting the tool to a number of experts with experience in teaching methods, psychology, management, organization, measurement and evaluation, to give their opinion on the validity of these practices in each of the axes developed, or to add or delete any axis or practice that they find inappropriate or reformulate or merge some of the axes with other axes taking into account the alternatives developed for these practices and the extent of their validity or the development of an alternative to them, as (Ebel, 1972) pointed out indicated that the preferred way to ensure the apparent sincerity of the research tool is for the researchers to present the tool to a group of specialized experts to indicate their opinion on the validity of the paragraphs according to the measure of the trait that they were found for.<sup>(7)</sup>

After returning the tool and the agreement of the majority of experts on the sincerity of the teaching axes and teaching practices distributed to it, which reached an agreement rate of (0.86), as such indicates (Blum, 1983)<sup>(8)</sup>, that if the component obtains an agreement rate of (0.75) or more, the test is considered true and to achieve the face validity of the tool, the researchers take the expert agreement rate (75%) or more as the standard of practice, And based on the guidance of expert opinions and clarifications, some axes were reformulated and merged, and repeated teaching practices were added and removed from them and transferred from one axis to another, and the majority of experts agreed to choose the types of alternatives. Therefore, the questionnaire is now ready in its final form for presentation to the individual

sample of the research, appendix (1) contents of these teaching practices and alternatives set for it, and to determine the materiality concept of it, it has set for each of them degrees ranging between (5-1), doing it (To a very large degree, to a large degree, to a medium degree, to a small degree, to a very small degree), grades (5, 4, 3, 2, 1) were given respectively for these alternatives.

Thus, the tool was validity, and in its final form it included (51) teaching practices distributed over the five axes. The researchers adopted the level of teaching practices of the axes (70%) and above and considered it a good level and a standard for practice, depending on what previous studies indicated<sup>(9)</sup> It got (85%) of the experts' agreement.

#### Stability of tool:

The tool was presented to a sample of the 2019 research community consisting of (34) male and female teachers (17) and (17) male teachers (excluded from the final application of the tool) where the researchers explained the objectives of the study and answer instructions for the sample members before answering the questionnaire and after a period of two weeks, the second application was conducted on the same sample, according to what he referred to (Aoda), the period between the first and second applications should not be less than a week<sup>(10)</sup>. The researchers found a correlation coefficient between the sum of the scores achieved by respondents in the first application of the tool and the outcome of the scores achieved by the same group in the second application of the same tool, stability was extracted by applying the simple correlation equation (Pearson), where the stability coefficient was (0.81), which is a high stability coefficient.<sup>(11)</sup>

#### Final application of the tool:

The tool was applied in its final form, consisting of (51) teaching practices distributed on five axes and from five alternatives to the individuals of the research sample consisting of (159) teachers and after collecting the forms from the individual sample of the research was analyzed and statistically processed.

#### Statistical means:

The researchers relied on the following statistical methods for analyzing the responses of the sample, as follows:

- **Mean.**
- **Std. Deviation.**
- **Correlation coefficients person.**
- **Relative weight.**
- **Analysis of variance.**
- **(T) test for two unrelated samples.**
- **Weighted mean to find paragraph sharpness.**

#### View and discuss the results:

##### Achieve the first and second objectives:

The first objective included identifying the teaching practices of physical education teachers, while the second objective included identifying the extent of their possession of those practices according to variables, educational qualification, experience, and gender, for the purpose of verifying this, the researchers distributed the questionnaire to the members of the research sample and then analyzed the data according to weights from (1-5) and converted the frequencies into arithmetic averages and percentage percentages. The researchers took a percentage of (70%) or more as a criterion for good teaching practices as well as extracting the severity of the vertebrae within its axes, as well as converting them into relative weights for the purpose of easy interpretation and arrangement of the appendix (8).

#### View and discuss the results of the lesson planning axes:

Table (2) shows the weighted mean and the ratio of the axis of the lesson planning for the members of the research sample according to the variables.

Qualification	Years of Experience	Male		Female		Mean	Percentage	Total	Percentage
		Mean	Percentage	Mean	Percentage				

Bachelor and above	5	38.13	84.7%	35.462	78.8%	36.796	81.7%	37.401	83.1%
	6- 10	37.21	82.6%	37.024	82.2%	37.117	82.4%		
	11	39.052	86.7%	37.533	83.4%	38.292	85%		
Less than Bachelor	Less than 5	38.051	84.5%	37.43	83.1%	37.740	83.8%	38.434	85.4%
	6- 10	38.81	86.2%	37.631	83.6%	38.220	84.9%		
	11- and above	39.113	86.9%	39.574	87.9%	39.343	87.4%		
Total		38.117	84.7%	37.442	83.2%			37.805	84%

Table (2) shows that the weighted average of the teaching practices of physical education teachers has reached (38.117) and (37.442), respectively, with a percentage of (84.7%) and (83.2%) it is larger than the hypothetical criterion of (70%), this gives a positive indication that teachers have the elements of numbers and lesson planning, they have the ability to organize lesson steps and procedures in their plan books and their ability to translate general goals into behavioral purposes and define the motor skills to be taught, in addition to having the appropriate method and method for carrying out these activities, they also take into account the levels and capabilities of their students when developing the plan and preparing them for sports tools and devices before the start of the lesson, and they organize physical exercises and motor skills according to the difficulty of learning them, also they take into account their emergency weather conditions, and they take into account the number of class pupils when carrying out the lesson. As for the variable of the academic qualification, it becomes clear that the arithmetic mean of practices for a category higher than a bachelor's degree (38.434) with a percentage (85.4%) greater than a lower of the bachelor's degree who averaged (37.401) and with a percentage (83.1%) , the researchers attribute this to the fact that a higher class of Bachelor's degree was trained during the years of study in physical education programs, including preparation and planning for a lesson in primary schools, it was clear from table (2) that the arithmetic mean of teaching practices for physical education teachers and teachers of less than a bachelor's degree were close to their peers, the researchers attribute this to the aforementioned in terms of study specialization. As for the variable of experience, it is clear from Table (2) that there is a convergence in the arithmetic averages of the teaching practices of the members of the research sample according to this variable, however, the average of the category of experience (11 years and above) reached their arithmetic average of (38.818) with a percentage of (86.2%) while it reached at the category of (6-10 years) (37.668) and with a percentage of (83.7%) of either category (less than five years) They averaged (37.106) and a percentage (82.4%), the results of this study differed with the results of the (Al-Bitar 1998) study, which found superiority in favor of experienced teachers (4-6 years) in most teaching situations<sup>(12)</sup> . The researchers believe that the possession of teachers (11 years old and above) enabled them to do preparation and planning in a very good way than their peers, even if in relative terms, the researchers attribute this to the fact that years of experience factor has a great role in having the ability and experience in planning and that they attach great importance to this axis. In general, it is clear that the arithmetic mean of the teaching practices of the individuals of the sample as a whole in this axis amounted to (37,805) and a percentage of (84%), which is a percentage that the researchers see that has exceeded the hypothesis criterion taken by the researchers, which is (70%), and this gives a positive indication for male and female teachers in primary schools.

#### View and discuss the results of the lesson implementation axis and the use of devices and tools:

Table (3) shows the weighted average and percentage of the lesson implementation axis and the use of devices and tools for the individuals in the research sample according to the variables.

Qualification	Years of Experience	Male		Female		Weighted mean for genders practices	Percentage	Total	Percentage
		Mean	Percentage	Mean	Percentage				
Bachelor and above	5	61.72	82.2%	57.321	76.4%	59.520	79.36%	61.135	81.5%
	6- 10	62.713	88.6%	59.743	79.6%	61.228	81.6%		

	11	64.242	85.6%	61.072	81.4%	62.657	83.5%		
Less than Bachelor	Less than 5	60.48	80.6%	57.298	76.3%	58.889	78.5%	61.325	81.7%
	6- 10	63.46	84.6%	58.350	77.8%	60.905	81.2%		
	11- and above	66.113	88.1%	62.250	83%	64.181	85.5%		
Total		62.311	83%	59.339	79.1%			60.939	81.2%

Table (3) shows that the weighted mean of the teaching practices of physical education teachers has reached (62.311) and (59.339), i.e. (83%) and (79.1%) respectively, which are greater than the hypothetical criterion of (70%), this means that male and female teachers possess sufficient knowledge in this field in terms of implementing the lesson and using devices and tools, it is clear from Table (3) that teachers have obtained a greater average practice than teachers, the researchers attribute this to the interest of this group in studying physical education and using devices and tools. As for the variable of the academic qualification, it is clear from table (3) that the teachers of physical education teachers higher than the Bachelor's degree have averaged (61.325) and (61.135) and with a percentage of (81.7%) and (81.5%) respectively and were close. As for the experience variable, it is clear from table (3) that the mean of this axis has varied according to experience the mean of the practices at the category (11 years and above) was (63.419) and with a percentage (84.5%), the mean at the category (6-10 years) reached (61.066) and in percentage (81.4%), while the mean was (58.854) and a percentage (78.4%) of a category (less than five years), the mean performance of the categories was greater than the hypothesis criterion of (70%). In general, the total mean of the individuals in the research sample reached (60.939) and a percentage (81.2%), This gives an indication, and as we mentioned, male and female teachers of their various qualifications and years of experience have the ability to use educational methods that will stimulate students' motivation to learn and give them movements and encourage them to participate and accuracy when applying parts of the lesson and moving between groups while performing activities.

#### View and discussing the results of the classroom management axis and dealing with students:

Table (4) shows weighted mean, percentage of classroom axis, and student interaction with the study sample individuals according to the variables.

Qualification	Years of Experience	Male		Female		Weighted mean	Percentage	Total	Percentage
		Mean	Percentage	Mean	Percentage				
Bachelor and above	5	46.625	84.7%	49.499	89.9%	48.062	87.3%	48.58	88.3%
	6- 10	47.554	86.4%	50.157	91.1%	48.855	88.8%		
	11	49.446	89.9%	48.199	87.6%	48.822	88.7%		
Less than Bachelor	Less than 5	49.413	89.8%	52.332	95.1%	50.872	92.4%	51.203	93%
	6- 10	51.511	93.6%	53.395	97%	52.453	95.3%		
	11- and above	48.962	89%	51.605	93.8%	50.283	91.4%		
Total		48.705	88.5%	50.864	92.4%			49.702	90.3%

Table (4) shows that the mean for teaching practices of teachers was (48.705) and a percentage (88.5%), while for teachers, it reached (50.864) and a percentage (92.4%), both of which are greater than the hypothesis criterion of (70%), this means that male and female teachers have the ability and ability to manage class and deal with students correctly and soundly and this is achieved through their numbers in their institutions and the training courses that they participated in during their service, in addition to their educational intentions and desire to offer something to their children, the sanctity of this profession and the high sportsmanship they were brought up with, it is clear from table (4) that the teachers were better than the teachers in this axis because they are wider chest, more sacrificing and passionate than the teachers and they feel happy when they see their children pupils overwhelmed them with joy and happiness through physical education lessons.

As for the mean teaching practices of the individuals in the research sample, according to the variable of the academic qualification, it was found that graduates of a higher class of bachelor have reached an mean of (51.203) and a percentage (93%), whereas, the arithmetic mean for a class less than a bachelor of male and female teachers reached (48.58) and a percentage (88.3), this percentage is all higher than the hypothetical criterion (70%), and this means that male and female teachers possess the ability and ability to manage class and deal with students in a sound and good manner and in proportion to achieving educational goals for physical education, but it is clear from table (4).

As for the variable of experience, it is clear that the mean performance of the category of male and female teachers with experience (less than five years) reached their mean performance (49.059) and with a percentage (89.1%), as such the mean of practices at the category (6-10 years) (50,654) in the percentage of (92%), whereas the mean at the age group (11 years and above) reached (49,553), at a percentage of (90%), all three percentages are greater than the hypothetical criterion of (70%). This means, as we mentioned, that male and female teachers with different years of experience have the ability to manage class and deal with students as a result of the experience they gained during their interaction in the field with their students and for the training and revitalization courses in which they participated. The researchers attribute this relative difference to the interest of members of this group in class management, dealing with students and the love of appearing in a decent appearance in front of the administration and educational supervision to obtain a high annual calendar in order to prepare for receiving them to higher sports sites in the responsibility of the administrative and technical sports pyramid because of their motivation and sports capabilities, to take a general evaluation view of the individuals of the research sample as a whole in their performance on this axis, it is clear from table (4) that the average performance was (49.702) and a percentage (90.3%), It is a high percentage compared to the hypothetical criterion (70%). This means that male and female teachers and their various graduating institutions and years of service have the ability to be honest and fair in dealing with their pupils and to be sure to attend the lesson on time and to give their pupils sound habits in their daily lives and to take into account the desires and inclinations of their pupils in the lesson and guide the spirit of fair competition between them and maintaining order and the safety of students from harm, in addition to engaging all of their students in curricular and extra-curricular activities without differentiating and caring for their problems and helping to solve them with the school administration and their parents and involving their students bring hardware and tools and return it and store it correctly, they also give their pupils leadership of the class to enhance their self-confidence and responsibility, and encourage them to inquire and ask questions related to the subject of the lesson.

#### View and discussing the results of the professional preparation axis:

Table (5) shows weighted mean and percentage of the occupational numbers axis for the respondents according to the variables

Qualification	Years of Experience	Male		Female		Mean	Percentage	Total	Percentage
		Mean	Percentage	Mean	Percentage				
Bachelor and above	5	30.430	76%	27.600	69%	29.015	72.5%	29.817	74.5%
	6- 10	31.250	78.1%	27.194	67.9%	29.222	73%		
	11	32.075	80.1%	30.357	75.8%	31.216	78%		
Less than Bachelor	Less than 5	30.750	76.8%	28.855	72.1%	29.802	74.5%	31.447	78.6%
	6- 10	33.050	82.6%	29.950	74.8%	31.5	78.7%		
	11- and above	33.199	82.9%	32.880	82.2%	33.039	82.5%		
Total		31.658	79.1%	29.472	73.6			30.649	76.6%

Table (5) shows that the arithmetic mean of teaching practices at this axis has reached (31,658) with a rate of (79.1%), while the mean for teachers has reached (29,472) and (73.6%), both of which are greater than the hypothetical criterion (70%), this means that the teachers of physical education have the ability to be familiar with the scientific subject regarding the mathematics lesson, participate in conferences and seminars, and manage sports competitions, but it is clear from the table that the level of male teachers' performance in this axis was greater than the level of female teachers' performance,

the researchers attribute this to male teachers' interest more than female teachers in the scientific subject through their participation and attendance at seminars, courses and competitions, reading books, newspapers and sports magazines, and following sports programs through the TV as well as their attendance and participation in sports festivals at all levels, and by virtue of the customs of the society, restrictions were imposed on the teacher to participate in such activities, as for the variable of the academic qualification, it appears from table (5) that the performance of graduates of a class less than a bachelor amounted to (29.817), at a percentage of (74.5%). Hypothesis criterion (70%), as we mentioned earlier, this is due to the educational qualification program to which these teachers are enrolled. It has an active role in developing their capabilities and providing them with high competencies, which reflects a positive role in their practice of teaching. This can also be explained by the responses of this group of teachers who fall under the influence of subjectivity to show that they are teachers Successful with this teaching practice. Table (5) also shows that the level of performance of graduates of a class higher than a bachelor's degree was better, even by something relative than graduates of a class less than a bachelor's degree and this may be due to their numbers on the one hand, and that they are more involved in the field and assuming responsibilities for sports activities, as for the variable of experience, it is evident from the table (5) category (less than five years) their mean (29.698) and a percentage (74.2%) while the category (6-10 years) has reached an mean (30.361) and a percentage of (75.9%), whereas the mean individual category (11 years and above) reached (32.127) and by a percentage (80.3%) and all these percentages are greater than the hypothetical criterion (70%) and this gives an indication that male teachers and female teachers of different years of experience have knowledge of the scientific subject they are studying and participating in sports activities and attending seminars, it is clear from the table that the mean performance has increased according to years of experience, the researchers see from the information mentioned in Table (5) that the total mean of the individuals in the research sample has reached (30,649), i.e. (76.6%), which is greater than the hypothetical criterion (70%), but it did not rise to the level of the mediums and percentages of other axes, however, the researchers believe that these percentages are a positive indicator compared to the conditions experienced by the individuals in the research sample, they see that they use the teacher's guide to physical education for the primary stage, attend seminars, participate in sports matches, follow developments in the curricula of physical education, be familiar with events, laws, and rules of sports, as well as familiarize themselves with the methods and teaching methods appropriate for this subject as well as their familiarity with the foundations of managing and organizing sports matches while linking them to physical education lessons with other materials.

#### View and discuss the results of the evaluation axis:

Table (6) shows the weighted mean and percentage the axis of the educational unit evaluation for the individuals in the research sample according to the variables:

Qualification	Years of Experience for Male and Female	Male		Female		Mean	Percentage	Total	Percentage
		Mean	Percentage	Mean	Percentage				
Bachelor and above	5	29.666	74.1%	29.550	73.8%	29.608	74%	29.868	74.6%
	6- 10	30.500	76.25%	28.650	71.6%	29.575	73.9%		
	11	30.083	75.2%	30.760	76.9%	30.421	76%		
Less than Bachelor	Less than 5	30.481	76.2%	29.200	73%	29.840	74.6%	30.984	77.4%
	6- 10	31.762	79.4%	30.776	76.9%	31.269	78.1%		
	11- and above	32.200	80.5%	31.488	78.7%	31.844	79.6%		
Total		30.731	76.8%	30.070	75.1%			30.426	76%

Table (6) shows that the mean performance of teachers was (30.731) and (76.8%), while the mean performance of female teachers was (30,070) and (75.1%), which are two percent greater than the hypothetical criterion of (70%). This means that the level of male teacher and female teacher performance in this axis is good and suitable, as for the variable of the academic qualification, it is clear from Table (6) that the mean graduates of a class under the Bachelor's degree have an



mean of (29.868) and a percentage of (74.6%), as for graduates above the bachelor's degree, their mean is (30.984), was (77.4%), and these percentages are all greater than the hypothesis criterion (70%), the researchers believe that the level of performance of male and female teachers according to their graduation institutions is a good level in their ability to evaluate students through sports studies, and despite the convergence of mean and percentages for individuals of these institutions, it appears from the table that the level of performance of a higher class of Bachelor degree was better with a relative thing and may return The reason for this is due to what we mentioned earlier that the members of this group have practiced sports activities effectively as well as preparing them well in their graduation institutions.

As for the variable of experience, it is clear from Table (6) that the average performance of a category (Less than five years old) averaged (29.865) and a percentage (74.6%), while the mean performance of individuals in the (6-10 years) category (30.422) and a percentage (76%). As for the mean class performance (11 years and above), their mean number was (31.132), with a percentage (78.8%), and these percentages are all greater than the hypothetical criterion (70%). For a general evaluation view of the individuals of the research sample as a whole in their performance on this axis, it is clear from table (6) that the mean performance was (30.426) that is, (76%), and as we mentioned, such a percentage is good and acceptable compared to the hypothetical test (70%), this gives an indication of motivating the individuals of the research sample to their pupils and encouraging them when performing mathematical tests and taking into account the individual differences between them during the evaluation process, in addition to their dependence on the skill, physical and psychological tests in the evaluation in the simplest form and their scientific methods when evaluating, they are also adjusting their teaching methods in the light of the results of their evaluation of the performance of their pupils as well as their ability to define the exact foundations and standards in the evaluation process in the simplest form.

#### View and discussing the results of the overall evaluation of the teaching practices of male and female teachers of physical education:

The researchers extracted the mean and percentages of teaching practices for the research sample to the axes of those practices according to the variables, the researchers decided to review the overall evaluation of these axes, as in Table (7).

Table (7) shows the weighted mean and the percentage of all axes of teaching practices for the individuals in the research sample according to the variables

Qualification	Years of Experience	Male		Female		Mean	Percentage	Total	Percentage
		Mean	Percentage	Mean	Percent age				
Bachelor and above	5	206.571	81%	199.432	78.2%	203.001	79.6%	206.802	81%
	6- 10	209.227	82%	202.768	79.5%	205.997	80.7%		
	11	214.898	84.2%	207.921	81.5%	211.409	82.9%		
Less than Bachelor	Less than 5	209.175	82%	205.115	80.4%	207.145	81.2%	213.394	83.6%
	6- 10	218.593	85.7%	210.102	82.3%	214.347	84%		
	11- and above	219.587	86.1%	217.797	85.4%	218.692	85.7%		
Total		211.525	82.9%	207.189	81.2%			209.285	82%

Table (7) shows that the total mean for male teachers has reached (211,525) and a percentage of (82.9%), while the total mean for female teachers has reached (207.189) and a percentage of (81.2%) which are greater than the hypothetical criterion of (70%), this indicates that the male teachers and female teachers of physical education possess a sufficient amount of teaching practices necessary for a physical education lesson at the primary school, which is their ability to prepare, plan, implement, and deal with students and their proper evaluation in an appropriate manner.

Table (7) also shows that the level of performance of teaching practices as a whole for the individuals of the research sample according to the variable of the academic qualification that the graduates of these institutions were close to their good and acceptable performance, the mean performance of graduates of a class less than a Bachelor's (206.802) and a percentage (81%), while graduates And graduates of a higher category than a bachelor's degree reached mean of

(213.394) and a percentage (83.6%). These percentages are all greater than the hypothetical criterion (70%), the researchers believe that the individuals of this institution interacted with the physical education materials by virtue of their good numbers to interact, which created opportunities for them to participate in conferences, seminars, training, arbitration and development courses and the management of sports competitions during their fieldwork by virtue of the appointment opportunities that were and still are prepared for them more than others.

Table (7) shows that the level of performance of the individuals in the research sample according to the variable of years of experience has logically graded from least to most service, as the mean for those with less than five years (204.583) and a percentage (80.2%), while the average performance at class (6-10 years) (210.172) with a percentage of (82.4%), either category (11 years or more) has achieved mean of (215.050) and a percentage of (84.3%). This gives a positive indication that the male teachers and female teachers of physical education in the primary school possess the components of the profession correctly, despite some variations in the level of performance depending on the interaction of the research variables among them. The researchers believe that this positive result is the result of great efforts, starting from the numbers and ending with the practice of the last directed and unguided teaching and training activity, which positively affected their responses to the questionnaire paragraphs.

### The third objective:

It included identifying the significance differences in the teaching practices of physical education male teachers and female teachers according to the variables of the educational qualification, gender and experience.

### View and discussing the results related to the first Null hypothesis:

"There is no significant difference between the average total teaching practices of male and female teachers of physical education for the primary stage depending on the gender variable." To verify this hypothesis, the researchers extracted the mean and standard deviation of the total teaching practices of male and female teachers, then applied the T-test for two samples, the data are included as shown in Table (8)

Table (8) the results of the T-test show the mean teaching practices of physical education teachers according to the gender variable

Total	The number	Mean	STD.EV.	T value		Sig type
				Calculated	Tabular	
male	65	211.525	6.336	4.271	1.96	sig
female	94	207.189	6.412			

The results presented in table (8) showed that the calculated T value (4.271) is greater than the tabular T value (1.96) at the level of significance (0.05) and this means that there is a significant difference between the mean teaching practices of male teachers and female teachers and for the benefit of male teachers and thus rejects the null hypothesis and accepts the alternative hypothesis.

### View and discussing the results related to the second Null hypothesis:

"There is no significant difference between the average teaching practices of the sample according to the variable of the educational qualification." To verify this hypothesis, the two researchers extracted the mean of the total teaching practices of male and female teachers, then applied the score test to them and extracted the value and included the data in table (9).

Table (9) shows the results of the analysis of variance for the mean total teaching practices of the individuals in the research sample according to the variable of the educational qualification.

Source of contrast	Total Squares	Degree of freedom	Mean	V value		Sig type
				Calculated	Tabular	
Between groups	2301.533	2	1150.756	36.290	2.9957	sig

Within groups	4946.802	156	31.710			
Total	7248.315	158				

Table (V) value (2.9957) at the error rate (0.05) and freedom (2-156).

Table (9) shows that the calculated value of value (36,290) is greater than the value of the table value (2.9957) at the level of significance (0.05) and degree of freedom (2 - 156) This means that there is a significant difference between the categories of the scientific qualification in question according to the variable of the educational qualification and thus rejects the null hypothesis accepts the alternative hypothesis.

#### View and discussing the results related to the third Null hypothesis:

"There is no significant difference between the average total teaching practices of male and female teachers of physical education for the primary stage depending on the variable of experience."

Table (10) it shows the results of the variance analysis of the mean total teaching practices of the individuals in the sample according to the variable of experience.

Source of contrast	Total Squares	Degree of freedom	Mean	V value		Sig type
				Calculated	Tabular	
Between groups	1346.381	2	673.190	12.150	2.9957	Sig
Within groups	6952922.476	156	55.4039			
Total	6954268.857	158				

Tabular (V) value (2.9957) at the error rate (0.05) and freedom (2-156).

Table (10) shows that the value is the calculated amount reached (12.150), which is greater than the value of the tabular value of (2.9957) at the level of significance (0.05) and degree of freedom (2-156), this means that there is a significant difference between the performance of male and female teachers according to the variable of teaching experience, and thus rejects the third null hypothesis and accepts the alternative hypothesis. For the purpose of investigating the significance of the significant difference between the categories of teachers and teachers according to the experience variable, the researchers followed the same procedures in the previous hypothesis.

#### Conclusions and recommendations:

##### Conclusions:

- 1- The scale of teaching practices according to learning theories is valid for measuring the goal.
- 2- Most of the teachers are in physical education in the Babylon Governorate have Good information from the teaching practices of a physical education lesson.
- 3- Superiority of male teachers in physical education in most of the teaching practices on the female teachers except the of classroom management and dealing with students in which female teachers excelled male teachers.
- 4- For years of experience is a positive factor in empowering male and female teachers in all their graduating institutions in teaching practices according to learning theories.
- 5- Superiority Bachelor degree holders and more for the rest of the teachers.

##### Recommendations:

- 1- Opening specialized developmental courses for teaching staff in the institutions of numbers of physical education male teachers and female teachers and gentlemen educational supervisors and specialists in physical education in the General Directorate of Education in Babylon.
- 2- The competent authorities should involve physical education teachers graduating from this college with focused developmental courses on implementing the lesson and using sports equipment and tools.
- 3- Involving all physical education male teachers and female teachers in training, development and control courses.
- 4- Conducting research on the teaching practices of physical education teachers and their relationship to some other variables.
- 5- Conducting studies on the reality of teaching physical education in Babylon for the primary and secondary levels from the viewpoint of male and female teachers, male and female teachers, and a physical education specialist.

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