



Evaluation Study of the Quality of Performance to Teach the Physical Education Departments and Sports Sciences in Basic Education Colleges for their Teaching Tasks According to Edward Deming's Standards

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Abstract

The current research dealt with the importance of performance in teaching physical education and sports sciences to what the university education institutions consider the highest educational summit in all countries of the world, and this is especially important because it is considered the highest educational and educational value in the pyramid of learning from kindergartens to university education. The current research problem is highlighted in the availability of quality standards in the teaching of Physical Education and Sports Sciences. The aim of this research is to determine the list of criteria for evaluating the performance of the Physical Education and Sports Sciences. The researchers used the descriptive approach as the most suitable for the study in the light of the research objectives. The results reached recommendations such as raising the level of training by the university or college by engaging them in courses and development programs for teaching performance. And the need to adopt the section of the comprehensive quality standards for all subjects. And the establishment of awards and rewarding encouragement for teachers outstanding and distinguished in the development of their performance in the light of quality standards and university accreditation.

Keywords: *Evaluation study, Physical education, Teaching tasks and Edward Deming's standards.*

Introduction

The university education institutions are the highest educational summit in all countries of the world and this is of particular importance because it is considered the highest institution educational values and educational pyramid of learning from kindergarten to university education. As university education has major functions that depend on its system.

Teaching is perhaps one of the most important functions in the education ladder and because of the great importance of teaching, the teaching needs people who have the teaching competence to distinguish them from the other educational institutions that are less than the university education so it is easy to prepare teaching in universities and colleges, but it is difficult to qualify those educational staff to perform their work in a distinctive way [1].

As a member of the university teaching, the main element in the educational process because it leads the work of education and education, and dealing with students directly affects the composition of scientific and social, and works on the progress of institutions and development and carry the burden of scientific and practical mission in the service of society and the achievement of its objectives, In terms of development and evaluation, to keep pace with scientific developments in the field of specialization and educational aspects and technology education[2]. Therefore, the efficiency of the teaching performance of the members of the faculty in the Department of Physical Education and Sports Sciences is the most important requirements of the overall quality, which has become a prerequisite in all countries of the developed world through improving the teaching performance to be in

line with the requirements of the overall quality, which is the most important elements of the quality of effective performance.

Therefore, the university professor's continuous assessment by the higher authorities is working to develop their abilities and identify the weaknesses and address them and strengthen the strengths and encourage them so the evaluation of the university professor through his students is this method of the most accurate and most stable in the evaluation of the work of the university professor and professional skills and technical [3].

In this sense, the present research evaluates the quality of the performance of teaching in the Department of Physical Education and Sports Sciences according to quality standards in order to develop the work in the field of university teaching from the perspective of students.

Research Problem

The above problem can be identified in the following main question:

What is the availability of quality standards in the teaching of the Department of Physical Education and Sports Sciences?

This question is divided by the following sub-questions:

- What are the criteria for the development of the performance of the teachers of the physical education and sports sciences in the faculties of basic education (Mustansiriyah, Diyala) from the perspective of students?
- The availability of quality standards to improve the performance of teaching

physical education and sports sciences in basic education colleges (Mustansiriyah, Diyala) from the perspective of students.

Research Objectives

This study aims to achieve the following:

- Determine the list of criteria for performance evaluation for teaching physical education and sports sciences.
- Knowledge of the availability of quality standards performance to teach the Department of Physical Education and Sports Sciences.

Research Methodology and Field Procedures

Search Procedures

In this part, the researcher discusses the field procedures of the study, including discussion of the research methodology, its society, its tools, and the statistical methods for analyzing its results.

Methodology

The researcher used the descriptive approach as the most appropriate to study in light of its objectives and questions [3]. Through this approach, the researcher is acquainted with the quality of performance to teach the sections of physical education and sports sciences in the Faculty of Basic Education / University of Mustansiriyah

Study and Sample Society

The study society is represented in all students of the Department of Physical Education and Sports Sciences at the Faculty of Basic Education / Mustansiriyah University. For the characteristics of the study community, see Table 1.

Table 1: Explains the characteristics of the study community

S	Department of Physical Education and Sports Sciences	Total Number	Research Sample	Number of applications submitted	Number of applications received	Percentage
1	Faculty of Basic Education Mustansiriyah	423	350	330	289	55%
2	Basic Education College	267	240	220	200	35%
Total		690	590	550	489	90%

Study Tool

The researcher used the questionnaire as a tool for the current research, on the quality of performance of teaching the physical

education and sports sciences in the Faculty of Basic Education / Mustansiriyah University from the point of view of the students.

The researcher relied on identifying the axes of the questionnaire to review the literature of the educational administration, and the study of previous studies in the field, and then was able to design the tool and

determine its dimensions, which were represented in. Areas that assess the quality of performance of the teaching of the Department of Physical Education and Sports Sciences and included the following areas... See Table (2).

Table 2: Includes performance evaluation areas for teaching

Domain	Domain of performance evaluation	Number of paragraphs
1	Mastery of scientific material	5
2	Planning the lesson	5
3	Attention to creative educational activities	4
4	Learning environment	4
5	Giving the course material in an innovative way	4
Total		22

Scientific Treatments of the Questionnaire

Validation of the Questionnaire

After the researcher to prepare the preliminary formula to assess the quality of performance of the teaching of the Department of Physical Education and Sports Science, he presented to a group of arbitrators with the experience and specialization of members and members of the faculty in the department of Management and planning, and the department of curriculum and Instruction, and the department of psychology, the number of them (5) in order to judge the extent to which the tool is related to the nature of the study

and the appropriateness of its terms to the objectives of the study, and the clarity of the formulation of the words and their relevance to the axes beneath them. After the experts have been re-examined and reviewed, the researcher makes the necessary adjustments to the arbitrators, and then builds the tool in its final form.

Stability of the Tool

To verify the stability of the tool, the researcher used the coefficient of Alpha Kronbach to calculate the stability of each of the areas of resolution, and the value of stability coefficient of the questionnaire as a whole (0.75). As in Table (3).

Table 3: Factor values

S	Domain	Re-test	Alpha Kronbach
1	Mastery of scientific material	0.76	0.82
2	Planning the lesson	0.72	0.73
3	Attention to creative educational activities	0.72	0.77
4	Learning environment	0.77	0.72
5	Giving the course material in an innovative way	0.75	0.83
Total		0.75%	0.77%

View and Discuss the Results

Field of Mastery of Scientific Material

The researcher calculated the mean, the standard deviation, the percentage, the order

of each paragraph by field, and the relative importance. As in Table (4).

Table 4: Shows the mean, standard deviation, percentage and rank of the field of mastery of the scientific material

S	Items	Mean	STD.EV.	Percentage	Ranking
1	Uses modern scientific terminology	2.92	0.345	97.32	1
2	Uses modern and sophisticated learning resources	2.76	0.980	89.34	4
3	He understands the teaching material and has the ability to persuade	2.90	0.569	90.32	3
4	Links scientific material with scientific thinking	2.78	0.805	78.45	5
5	Linking the lesson and grading is easy to hard	2.67	0.340	92.40	2
Total		2.806	0.607	89.56	

As for the first field (the ability of the scientific material) the percentage of this area (89.56) and this indicates that the ratio is high. As for the paragraphs of the field (mastery of scientific material) were as follows:

Paragraph (uses modern scientific terms) came first. While the paragraph (connects the lesson and ranges from easy to difficult) came in the second order and this indicates that the teaching is a little link between the materials of the lesson and be a little

attention to gradual easy to difficult and this is confirmed by the paragraph, which ranked fifth (linking scientific material and scientific thinking) As the teaching is poorly informed about the scientific development of curricula and methods of teaching [4].

Planning for the Lesson

The researcher calculated the mean, the standard deviation, the percentage, the order of each paragraph by field, and the relative importance. As in Table (5).

Table 5: Shows the mean, standard deviation, percentage and order of the plot area of the lesson

S	Items	Mean	STD.EV.	Percentage	Ranking
1	Takes into account individual differences between students	2.77	0.567	90.58	3
2	He attends the lesson in advance and works to raise students	2.98	0.908	88.40	5
3	Takes care of the time of the lesson without overriding	2.87	0.786	98.20	2
4	Achieve the goals set in earnest	2.90	0.450	98.40	1
5	Resolving the problems encountered by the	2.89	0.907	89.20	4
Total		2.88	0.723	92.956	

For the second area (lesson planning), the percentage of this domain (92.956) indicates that the percentage is high.

As For the Classes of the Study Area, I was Like

Paragraph (works to achieve the goals set in earnest) came first. While the paragraph (taking care of the time set for the lesson without overriding) came in the second order, this shows that the teaching is very little in time for the lecture and that is confirmed by the paragraph that ranked (5) (He attends the lesson in advance and works to spark the

students) as the teaching is a little bit of interest in the present and the lack of preparation for it which causes time in the speech outside the lecture [5].

Attention to Creative Educational Activities

The researcher calculated the mean, the standard deviation, and the percentage, and the order of each paragraph by area and relative importance. As in Table (6).

Table 6: Shows the mean, the standard deviation, the percentage, and the order of the area of interest in creative learning activities

S	Items	Mean	STD.EV.	Percentage	Ranking
1	Stirring creative thinking for students	2.78	0.987	89.56	3
2	Interested in study activities that raise students	2.89	0.140	88.50	4
3	He cares about the activities and the students' wishes and desires	2.90	0.970	92.67	1
4	Provides methods that raise students	2.87	0.540	90.40	2
Total		2.714	0.659	90.329	

For the third area (attention to creative educational activities), the percentage of this area (90.329) indicates that the ratio is high.

As for the Paragraphs of the Area of Concern for Creative Educational Activities, such as

The paragraph (concerned with the activities and the students' wishes and desires) came in first. While the paragraph (working to

provide the means for students) came in the second order, this shows that the teaching is very little in time for the lecture and that is confirmed by the paragraph that ranked 5 (interested in study activities that raise students) as the teaching is a little bit of

interest in activities that will provoke and motivate students for commitment to the limits of lecture [6].

Learning Environment

Table 7: Shows the mean, the standard deviation, the percentage, and the order of the learning environment

S	Items	Mean	STD.EV.	Percentage	Ranking
1	Raises the level of students by direct questions	2.98	0.908	88.26	3
2	Respects the lecture time without exceeding	2.86	0.876	87.50	4
3	Development of positive trends and tendencies	2.95	0.980	90.17	2
4	The environment provides the appropriate classroom for learning within the	2.87	0.870	92.90	1
Total		2.915	0.908	89.707	

For the fourth area (learning environment), the percentage of this area (89.707) is high, indicating that the percentage is higher.

As for the Terms of the Learning Environment, it was Like

Paragraph (the environment provides the appropriate classroom for classroom learning). While the paragraph (working on the development of positive trends and tendencies) came in second order, this shows that the teaching is very little in time for the lecture and that is confirmed by the paragraph that occupied fifth rank (respect

The researcher calculated the mean, the standard deviation, and the percentage, and the order of each paragraph by area and relative importance. As in Table (7).

for lecture time without exceeding it) as the teaching is low on the time of the lecture and promise to take into account the lessons that come after the lecture [7].

Giving the Course Material in a Creative Way:

The researcher calculated the mean, the standard deviation, and the percentage, and the order of each paragraph by area and relative importance. As in Table (8).

Table 8: Shows the mean, the standard deviation, the percentage, and the order of the field of giving the course material in a creative way

S	Items	Mean	STD.EV.	Percentage	Ranking
1	The teacher gives brainstorming questions	2.77	0.860	89.24	3
2	Attracts specialists to make courses within the lesson	2.89	0.870	88.70	4
3	Performs some mathematical movements for the purpose of establishing students' lesson	2.90	0.970	94.11	1
4	PowerPoint presentation is used in lecture presentation	2.85	0.878	92.80	2
Total		2.852	0.894	91.212	

For the fifth field (giving the study material in an innovative manner) the percentage of this area (91.212) indicates that the percentage is high.

As for the Areas of the Field (Giving the Subject in an Innovative Way) Were as Follows

Paragraph (do some sports movements for the purpose of fixing the lesson among students) came first. While the paragraph (uses PowerPoint Point in a lecture presentation) came in the second order and this indicates that the teaching is a little interest in presenting the lecture in a scientific way interesting to students and this is confirmed by the paragraph, which ranked

fifth (works to attract specialists to work in the course within the lesson) Attention to development and little interest in attracting experienced and competent in giving lectures to students.

Conclusions

Through the results that became clear to the researcher, which states.

- The results highlighted that the teaching little interest in the modern scientific

aspects developed in the lecture, which negatively affects the levels of students.

- It is clear through the results of the fourth field that teaching is of little interest in the time allocated to the lesson, which negatively affects the lessons that are the lesson
- It was clear through the results of the third field that teaching is of little interest in

students' dispositions and desires and the inability to raise them properly.

- It was clear through the results of the second field that teaching is of little interest in the lecture and the lack of pre-preparation of the lecture, which negatively affects the students' perceptions and wasting time.

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