

A Comparative Study in Some Teaching Skills between Male and Female Teachers of Physical Education in the Governorate of Babylon

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Abstract

The purpose of the study was to identify the nature of some teaching skills for male and female physical education teachers in the Governorate of Babylon, as well as finding differences in some teaching skills between male and female teachers of physical education in the Governorate of Babylon. The researchers used the descriptive approach in a comparative method for its suitability to the nature of the research problem, and the main research sample was female and male teachers of physical education in the province of Babylon for the academic year (2021-2020), which numbered (80) teachers and schools, were chosen randomly out of (321) teachers and schools. The researchers used the measurement tools, which are questionnaire, test, measurement and observation, as well as sources and references, and the researchers conducted an experiment. An exploratory measure for the scale on an exploratory sample from outside the main research sample and the number of (20) male and female teachers, and the most important results indicated that the teachers of physical education in the province of Babylon enjoy teaching skills (explaining and displaying the skill, diversifying stimuli, and class management) with good degrees, as well as the lack of moral differences between male and female teachers of physical education in the Governorate of Babylon in some teaching skills (explanation and presentation of the skill, diversification of stimuli, and class management), and one of the most important recommendations recommended by the researchers is to emphasize the interest of teachers of physical education in the Governorate of Babylon in strengthening and developing their teaching skills, as well as emphasizing the development of teaching skills in physical education and for both sexes by joining the development courses for that.

Keywords: Teaching skills, teacher, physical education

Introduction:

The field of education is one of the most important and sensitive fields in different countries with different cultures and philosophies, and the sensitivity of this field came due to its great importance in societies and because this field is the basis of the various sectors and areas that make up modern societies. The world has paid great attention to the various fields of education in order to achieve the development and progress of its societies, and teaching skills are one of the most important modern trends in preparing and training a physical education teacher, as it depends on teaching a behavior whose skills can be determined, controlled and measured, and that the success of teaching requires mastery of these skills to reach the teacher's mastery of the competencies necessary for the teaching profession.

The teacher is the backbone of the educational process and one of the basic elements in it, because he is primarily responsible for the process of transferring knowledge, experience and experience and is responsible for preparing qualified manpower, and is also the cornerstone of the

educational process. In order for the physical education teacher to perform his task in the best way, he must be prepared appropriately to assume his responsibilities. And to have the opportunity to invest all his abilities, capabilities, and teaching skills in order to achieve his goals until he reaches satisfactory and fruitful results. The study is to identify what physical education teachers possess of teaching skills, as well as to know the true differences in these skills between them.

Research problem:

The basis for the success of the field of education depends mainly on the role played by the teacher because it is the most important component of the educational process, if not the most important. Therefore, attention must be paid to the formation of the teacher in the field of physical education for a greater success of the educational process. The educational system definitely benefits the society. The efficient teacher is a basic pillar for the development of the educational process and the tool of civilized progress in society, and on this basis, the problem of this research is to investigate the nature of teaching skills enjoyed by teachers of physical education in the Governorate of Babylon, so the researchers tried to answer the following questions: What is the nature of teaching skills? Male and female teachers of physical education in the province of Babylon?, and are there statistically significant differences in some teaching skills between male and female teachers of physical education in the province of Babylon?.

Research objective:

- Identifying the nature of some teaching skills for male and female teachers of physical education in the Governorate of Babylon.
- Finding differences in some teaching skills between male and female teachers of physical education in the Governorate of Babylon.

Research hypotheses:

There are incorporeal differences in some teaching skills between male and female physical education teachers in the Governorate of Babylon.

Research fields:

- Human field: Teachers of physical education in the Governorate of Babylon
- Time field: from 2/3/2021 to 31/3/2021.
- Spatial domain: Some middle and middle schools in the center of Governorate of Babylon.

Research methodology and field procedures:

Research Methodology:

The researchers followed the descriptive approach in the style of correlative relations, in order to suit the nature of the research problem.

Community and sample research:

The research community was represented by male and female physical education teachers in the province of Babylon, who numbered (321) male and female teachers, and the research sample was represented by (80) male and female teachers, who were randomly selected from the total research community, and thus the percentage of the research sample is (24.92%), It is an appropriate percentage to truly represent the research community.

Field research procedures:

Determine the scale of some teaching skills:

After reviewing the special scientific studies and research in the field of measuring some teaching skills in physical education, the researchers adopted a measure of some teaching skills, which consisted of three areas (explanation and presentation of the skill, diversification of stimuli, class management), with (12) paragraphs for each field, and thus the total number of paragraphs of the scale is (36) paragraphs, with five alternatives (always, often, sometimes, rarely, never), as shown in the Table (1).

Table (1) shows the domains of the scale of some teaching skills in physical education and its paragraphs.

No.	Fields	Count of paragraphs	No. of paragraphs
1	Explanation and presentation of the skill	12	1-12
2	Diversity of stimuli	12	13-24
3	class management	12	25-36
4	Scale paragraphs	36	36-1

Determine the validity of the paragraphs of the scale:

To determine the validity of the scale of some teaching skills in physical education, the researchers prepared a questionnaire for the scale, and it was presented to a group of experts and specialists (see Appendix 1) in the field of (teaching methods, tests and measurement), and their number is (9) experts and specialists to determine the validity of the paragraphs of the scale on the research sample. And after sorting the forms for that, it was agreed on the paragraphs of the scale at a rate of (100%).

Exploratory experiment:

The exploratory experiment for the two measures of some teaching skills was conducted on an exploratory sample consisting of (20) male and female teachers who were chosen by random lottery method from male and female teachers in the Governorate of Babylon. Thus, the percentage of the exploratory sample is (6.23%), and was conducted on 2/3/2021, and the procedure was this experiment aims to achieve several goals:

- Clarity of the scale instructions and their paragraphs.
- Identify the time taken to answer the paragraphs of the scale.
- Identifying the obstacles that may appear during the procedures for implementing the scale.

After completing the exploratory experiment, the objectives that were set were achieved as follows:

- Clarity of the paragraphs and instructions for the scale
- The time taken to answer the paragraphs of the scale is (10-14) minutes.
- Passing some obstacles during the procedures for applying the scale.

Scientific basis for the scale:

- **Honesty:** This kind of honesty was achieved when a group of experts and specialists were presented on the scale, numbering (9) experts and specialists in the field of (teaching methods, tests and measurement), and the percentage of agreement about the scale items appeared (100%).
- **Stability:**
The stability of the scale was extracted using the test and re-test method, as the scale was applied to the sample of the pilot experiment of (20) teachers and schools, as the first scale was applied on 2/3/2021, Then re-apply the scale after (15) days from the first application, i.e. on 3/17/2021.
- **Objectivity:** The researchers chose the multiple-choice method for the items on the scale of some teaching skills in physical education, and since this type of scale has a clear solution key, no two correctors or arbitrators differ, which earns the two high objective scales.

Main experience:

Some teaching skills in physical education were applied to the members of the main research sample, which numbered (80) teachers and schools, and by (40) teachers and (40) schools for the period from 24/3/2021 to 31/3/2021, and according to the special instructions scale, as follows:-

- **Scale instructions:** Scale instructions are set as follows:-
 - Not writing the name in the form for the mentioned scale.
 - Answer all the paragraphs and do not leave any paragraph unanswered.
 - Read each paragraph carefully and carefully, and then choose the appropriate answer.
 - The paragraphs of the scale are answered according to five alternatives (never, rarely, sometimes, often, always), and the answer method is to choose the appropriate alternative by placing a tick (√) in front of the appropriate alternative.
 - Not to put more than a mark (√) or choose more than one alternative.
- **Scale correction:** Represents the correction of the scale of some teaching skills in physical education (Appendix 2), which consists of three areas (explanation and presentation of the skill, diversification of stimuli, class management) and by (36) paragraphs and five answer alternatives are (always, often, sometimes, rarely Never), by means of the correction key consisting of degrees (5,4,3,2,1), and thus the degrees of the scale range between (36-180) degrees, and a theoretical average of (108) degrees.

Statistical means: The researchers used the following statistical methods ^(1,2):

- Percentage.
- Arithmetic mean.
- standard deviation.
- Simple correlation coefficient (Pearson).
- Law (t) for independent samples.

Presentation, analysis and discussion of the results:

Presenting, analyzing and discussing the results of the measure of some teaching skills for male and female physical education teachers in Governorate of Babylon:

Presenting, analyzing and discussing the results of the nature of some teaching skills for male and female physical education teachers in Governorate of Babylon:

Table (2) shows the arithmetic means and standard deviations of the domains of the scale of some teaching skills and the scale as a whole for male and female teachers of physical education in the Governorate of Babylon.

Fields	male		coefficient of difference%	female		coefficient of difference%
	Mean	standard deviation		Mean	standard deviation	
Explanation and presentation of the skill	52.89	4.67	%8.83	51.44	5.16	%10.03
Diversity of stimuli	54.32	5.91	%10.88	52.76	5.58	%10.58
class management	56.96	5.13	%9.44	54.82	5.66	%10.32
the scale as a whole (some teaching skills)	167.49	11.54	%6.89	165.38	12.05	%7.29

The results of Table (2) show the arithmetic means and standard deviations for the areas of some teaching skills scale and the scale as a whole with the teachers of physical education in the province of Babylon, as the results showed that the arithmetic mean of the teachers in the skill of teaching (explaining the skill and presentation) is (52.89) with a standard deviation (4.67) The value of the coefficient of difference was (8.83%), while the arithmetic mean of the teachers in the same skill was (51.44), with a standard deviation of (5.16), and the value of the coefficient of difference was (10.03%).As for the teaching skill (diversification of stimuli), the arithmetic mean for teachers was (54.32) with a standard deviation (5.91) and the value of the coefficient of difference (10.88%), while the arithmetic mean of the teachers in the same skill was (52.76) with a standard deviation of (5.58) and the value of the coefficient of difference (10.58%), while the value of the arithmetic mean of teachers in the teaching skill (class management) was (56.96) with a standard deviation (5.13) and the value of the coefficient of difference (9.44%), while the arithmetic mean of teachers in the same skill was (54.82) with a deviation Standard (5.66), with a coefficient of difference (10.32%),

The results of the same table showed the value of the arithmetic mean of the teachers for the scale as a whole (some teaching skills) is (167.49) with a standard deviation of (11.54) and the value of the coefficient of difference (6.89%), while the arithmetic mean of the teachers in the scale as a whole (some teaching skills) is (165.38). With a standard deviation of (12.05) and a value of the coefficient of difference (7.29%) .

Presentation, analysis and discussion of the results of the differences in some teaching skills between male and female teachers of physical education in Governorate of Babylon:

Table (3) shows the arithmetic means, standard deviations and (t) value calculated for the domains of the scale of some teaching skills and the scale as a whole among male and female teachers of physical education in the Governorate of Babylon.

Fields	male		female		T value	Type sig
	Mean	standard deviation	Mean	standard deviation		
Explanation and presentation of the skill	52.89	4.67	51.44	5.16	1.17	Non sig
Diversity of stimuli	54.32	5.91	52.76	5.58	1.20	Non sig
class management	56.96	5.13	54.82	5.66	1.74	Non sig
the scale as a whole (some teaching skills)	167.49	11.54	165.38	12.05	0.79	Non sig
The tabular (t) value of (1.99) at the significance level (0.05) and below the degree of freedom (78).						

The results of Table (3) show the arithmetic means, standard deviations, and the calculated (t) value for the domains of the scale of some teaching skills and the scale as a whole among male and female teachers of physical education in the province of Babylon. The results showed that the arithmetic mean of teachers in the teaching skill (explanation and presentation of the skill) is (52.89). With a standard deviation of (4.67), while the arithmetic mean of teachers in the same skill was (51.44) with a standard deviation (5.16), and the calculated t-value was at a value of (1.17) which is smaller than its tabular value of (1.99) at a significance level of (0.05).) and below the degree of freedom (78), which indicates that there are no moral differences between male and female teachers in this skill.As for the teaching skill (diversification of stimuli), the arithmetic mean for teachers was (54.32) with a standard deviation (5.91), while the arithmetic mean for teachers in the same skill was (52.76) with a standard deviation (5.58), and the calculated t value was (1.20), which is smaller than its tabular value of (1.99) at the significance level (0.05) and below the degree of freedom (78), which indicates that there are no significant differences between male and female teachers in this skill.While the arithmetic mean value of teachers in the teaching skill (class management) was (56.96) with a standard deviation (5.13), while the arithmetic mean for teachers in the same skill was (54.82) with a standard deviation (5.66), and the calculated (t) value was With a value of (1.74) which is smaller than its tabular value of (1.99) at the level of significance (0.05) and below the degree of freedom (78), which indicates that there are no significant differences between male and female teachers in this skill.The results of the same table showed the value of the arithmetic mean of the teachers for the overall scale (some teaching skills) is (167.49) with a standard deviation (11.54), while the arithmetic mean of the teachers in the scale as a whole (some teaching skills) is (165.38) with a standard deviation (12.05), The calculated (t) value was (0.79) which is smaller than its tabular value of (1.99) at the significance level (0.05) and below the degree of freedom (78), which indicates that there are no significant differences between male and female teachers in some teaching skills in physical education.

Through the results presented in Table (2), which show that the research sample members (physical education teachers in the province of Babylon) enjoyed the teaching skills (explanation and presentation of the skill, diversification of stimuli, and class management) and with these skills as a whole and to high degrees, and the researchers attribute the reason for this Teaching skills are the set of teaching behaviors that the teacher exhibits in his educational activity in order to achieve certain goals, These behaviors appear through the teacher's teaching practices in the form of emotional, kinesthetic or verbal responses characterized by the elements of accuracy and speed in performance and adaptation to the conditions of the educational situation, in addition that, teachers of physical education bear upon themselves a noble task, but it is difficult and complex at the same time from Through the acquisition and acquisition of all the complex and integrated characteristics and aspects of the student's personality, whether psychological, cognitive, physical, skill, Social or emotional, which requires them to be up to the responsibility entrusted to them by showing, highlighting and employing all their scientific and practical teaching skills, not only this, but also working to develop and improve them in line with the requirements of the current era, and this is consistent with what was mentioned Teaching skills are "the ability to create and facilitate learning, and these skills grow through training and experience."⁽³⁾

The results of Table (3) also showed that there were no significant differences in some teaching skills between male and female teachers of physical education in the province of Babylon, and the researchers attributed the reason for this to the fact that teaching skills in physical education are characterized by generality, and this is due to the fact that the teacher's job is almost the same in all stages educational, and the nature of the teaching process in it is similar, but the teaching behavior that expresses these skills in every teacher and school is what distinguishes them from teaching skills in the various stages of education, and the researchers also attribute the absence of differences in some teaching skills between teachers of physical education in the Governorate of Babylon to their interest While studying physical education and sports,, especially since they received the information, experience and knowledge related to that, that is, they possess a sufficient amount of teaching skills for the physical education lesson, and to an equal extent to some extent, and this is consistent with what has been indicated that "the possession of a set of teaching skills helps him greatly in implementing his lesson and presenting The role required of him to the fullest, and thus the learners (students) benefit more in the physical education lesson, as the teaching skills of physical education have varied a lot, and this has been confirmed by various studies and classifications, and it is a large group of skills that the teacher needs to acquire and master"⁽⁴⁾.

Conclusions and Recommendations:

Conclusions:

- The teachers of physical education in the Governorate of Babylon enjoyed the teaching skills (explanation and presentation of the skill, diversification of stimuli, and class management) with good grades.
- The teachers of physical education in the province of Babylon have some teaching skills (the scale as a whole and to a good degree.
- The results showed that there were no significant differences between male and female teachers of physical education in the province of Babylon in some teaching skills

(explanation and presentation of the skill, diversification of stimuli, and class management).

- The results showed that there were no significant differences between male and female teachers of physical education in the Governorate of Babylon in some teaching skills in the scale as a whole.

Recommendations:

- Emphasis on the interest of male and female physical education teachers in Governorate of Babylon in strengthening and developing their teaching skills.
- Emphasis on developing teaching skills in physical education for both sexes by joining the development courses for that.
- The necessity of providing training aids for developing teaching skills in physical education and for both sexes.
- Conducting other studies in other teaching skills for both sexes

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Appendix (1)

Shows the names of the experts and specialists who were offered a questionnaire about the validity of some teaching skills in physical education

No.	Name	Specialization	Workplace
1	Prof. Dr. Nahida Abed Zaid Al- Dulaimi	movement sciences	University of Babylon - physical education and sports sciences
2	Prof. Dr .Raghda Hamza Al-Saffah	Teaching methods	University of Babylon - physical education and sports sciences
3	Prof. Dr .Firas Suhail Ibrahim	Teaching methods	University of Babylon - physical education and sports sciences
4	Prof. Dr. Alaa Khaldoun	Teaching methods	University of Al-Qadisiyah - Physical Education and Sports Sciences
5	Prof. Dr. Hazem Ali Musa	Teaching methods	University of Al-Qadisiyah - Physical Education and Sports Sciences

6	Prof. Dr. Hatem Falih Al-Karaawi	Kinetic learning	University of Kufa - physical education and sports sciences
7	Assist.Prof. Dr. Ali Mahdi	Teaching methods	University of Kufa - physical education and sports sciences
8	Assist.Prof. Dr. Haider Mahmoud Abdullah	Teaching methods	University of Babylon - physical education and sports sciences
9	Assist.Prof. Dr. Ibtigha Muhammad	Teaching methods	University of Kerbala - physical education and sports sciences

Appendix (2)

Shows the scale of some teaching skills for male and female teachers of physical education in the Governorate of Babylon.

Dear Teacher:

Below are instructions for measuring some teaching skills. The researcher asks you to read them well and with great care in order to accurately answer the items of the scale:-

- 1- Not mentioning the name. 2- Not to leave any paragraph unanswered.
- 3- The necessity of answering honestly in light of what you feel. 4- The necessity of not seeking the assistance of another colleague.
- 5- Put a tick (√) in front of the appropriate alternative that accurately describes your case, as shown in the following example:-

No.	paragraphs	Always	frequently	Sometimes	Scarcely	Never
1	Give the opportunity to more than one student to apply the skill.	√				

Scale of some teaching skills in physical education

No.	paragraphs	Always	frequently	Sometimes	Scarcely	Never
1	Arrange students' standing so that everyone can see the skill presentation and hear it explained.					
2	I am working on preparing the tools used to explain and display the skill.					
3	Explain to the students the purpose of learning the skill.					
4	Show the skill with explanation and according to the sequence of its performance.					
5	Provide safety rules when applying the skill.					
6	Use simple, familiar terms when explaining the skill.					
7	Make sure to display a model of					

	skill.					
8	Ask one of the students to present the skill to his classmates.					
9	Identify errors that may occur while performing the skill.					
10	Correct the mistakes of the students as they perform the skill.					
11	I focus on repeating the correct performance of the skill.					
12	Give the opportunity to more than one student to apply the skill.					
13	I change my position in the arena.					
14	I greatly exaggerate my movements inside the arena.					
15	I adhere to specific places in the arena.					
16	I use the verbal method to get the attention of the students.					
17	Use expressive movements to attract students' attention.					
18	I work to increase the interaction of students with me verbally.					
19	I work to increase student interaction with me by participating in the performance.					
20	Make competition a necessary component of the lesson.					
21	Varieties in sudden movements in the lesson.					
22	Give enough time for students to perform the skill.					
23	Give the students the opportunity to repeat the performance more than once.					
24	I offer additional activities in the lesson.					
25	Change the rhythm of the lesson presentation.					

26	I am working on organizing the place for the lesson.					
27	I am working on creating tools and lesson requirements.					
28	I care about sportswear.					
29	I care about his movement in attracting the attention of the students.					
30	I use various formations during the lesson.					
31	I focus on giving the signal to start and finish the performance.					
32	Use the whistle at the appropriate time and place.					
33	I participate in the performance and display the model constantly.					
34	I correct performance errors for students.					
35	I encourage students to do well.					
36	I work on organizing the time of the educational unit sections.					