

The Extent of using Principles of Teaching & Effective Management by Physical Education Teachers from the Perspective of Physical Education Supervisors in Koya District, Kurdistan Region

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ABSTRACT

This part includes introduction of the study. It included an introduction and significance of the study as it talks about the evolution witnessed by the extent of practice by physical education teachers to principles of effective teaching. It is also significant for supervisors. As for problem of the study, it lies in that there is a weakness in practice by physical education teachers of principles of teaching performance in Koya district, Kurdistan Region. The objective of the study was (to identify the extent of physical education teachers' use of effective principles of teaching and management from the perspective of Physical Education supervisors in Koya district, Kurdistan Region), while scopes of the study are: (the human aspect: Supervisors of Physical Education in Koya district, the spatial aspect: Directorate of Education in Koya district, Kurdistan Region and temporal aspect: From 11/01/2015 until 30/04/2016. The used methodology and field procedures, the researcher used the descriptive approach as it is convenient to nature of the problem under study. Part four includes displaying results, analysis and discussion as well as results and statistical treatments, their analyzed and classification in a group of diagrams. Part five is about conclusions and recommendations: (most of the paragraphs in the field of planning achieved weighing means that exceed the threshold of answers, weighing means showed some drawbacks being less than the threshold of answers, the degree of practicing effective teaching principles by physical education teachers relating to application showed that they were practiced largely in general, the degree of practicing effective teaching principles by physical education teachers relating to class management showed that they were being practiced largely, most paragraphs in the field of education received high scores and this showed that the teacher exercised his profession well and there is a clear development in the practice of teachers). From findings of the study, it is noticed that the degree of practicing effective teaching principles by physical education teachers relating to evaluation showed that they were being practiced largely.

Keywords: Perspective, physical education, Koya, Kurdistan Region

INTRODUCTION

The art of teaching became no longer based only on instinct, talent and practice as it was in the past, but

it is added to learn principles of the job and rules of the art. Teaching has become a science that has its principle, rules, philosophy and trends which are based on theories of education, psychology, educational and vocational guidance.

In addition, the teaching job is one of the noblest professions performed by humans due to the clear impact of the teacher on the whole society, not only on its members as is the case with other professions, such as doctors, engineers, lawyers and artisans. When a teacher works in the classroom, he does not teach a

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single student, but he teaches dozens, but hundreds of students during the same day. The teacher has a major impact on the minds of his students, their personalities, the way they grow and open it to the facts of life. Adaptation to new developments requires comprehensive development that takes into account all aspects of growth in an integrated and balanced way. Since the world has become more complex as a result of challenges posed by technology in all aspects of life, success in meeting these challenges does not depend on the quantum of knowledge, but rather on how to use the knowledge, its application and generation and solve problems efficiently and quickly. "so the teacher should have a broad and deep background in his field, as well as being able to collect good knowledge in other fields of life, so that students through their interaction with him manage to realize the interconnection between various scientific domains" (Zakia 2007: 11).

Moreover, the teaching process is one of the oldest activities presented by man in the social and educational upbringing process, if a set of methods of teaching formed for humans. Although such methods are old, they cannot be regarded as ineffective, as teaching is a renewable process based on experience of the teacher, his experiments, preparing, qualification and creativity. Any teaching method can be effective in a certain situation, and ineffective in other educational situations, but what can be said is that there are modern methods that have been developed in last decades of the twentieth century, to be accessible by the teacher to choose what is appropriate to the educational situation (Brown, G. and Atkins, M. 1988).

School management, public and private methods, empirical training on teaching, transforming theories and scientific foundations into to educational skills show their impact on the teacher's performance and his technical work (Muhammad Belal et al., 2007: 7).

Beshir Al Tartouri (2006) refers that a good teacher helps regulate learning expertise and participation in educational innovation processes as he is required to implement, follow-up, and identify deficiencies of learners. He is their role model and example and he guides a lot of them who are influenced by his personality and imitate it. (Tartouri, 2006).

Physical education teacher is the basic pillar of the educational process at school as many educational opportunities, which do not come for many other

teachers of various subjects, are available to him. Jaber (1998) also refers that effective teaching is the kind of teaching that raises the level of students to the fullest extent of their capabilities. Effective teaching is also known as the kind of teaching that leads to change in pupils in different areas of growth. (Jaber, 1998).

A teacher should start from the rule saying that students involved in active learning articulate meanings of their own and build their self-knowledge through learning. Here it is necessary to emphasize the role of effective education, including its educational activities for the learner, which allow students to engage effectively in situations that take into account their self-interpretations, forming questions and finding solutions to the problem. This gives the students the opportunity to design self- activities with the support and encouragement from the teacher and so they encourage the way of problem solving, (Rubayah, 2004, p. 1).

The teacher is considered a leader and guide for students to achieve their educational goals as he helps them learn and collaborate with others in order to get the knowledge and positive skills. A teacher encourages students through appropriate activities in order to use their abilities of discovery, conclusion and application. (Rashidi, 2005, p. 2).

There are several factors that influence the teacher's practice of principles of effective teaching in a classroom situations and these factors lie in the teacher's personality, his experience and philosophy from which he can move in his work, general values and the content of lesson material, whilst (DELSO 1994) found that a teacher who owns innate and environmental qualities is influenced in his practice of effective teaching. (Manawer, 2001, p. 338). Besides, effective teaching depends on self-activity and positive participation of the learner through which he can search using a variety of scientific activities and processes that help him to reach the required information by himself under the supervision and evaluation of teacher. (Al Ali, 2006, p. 1). In addition, Al Shibli (2000) refers that among effective teaching elements is good treatment, selection of the appropriate educational method, taking into account individual differences, flexibility in learning, connecting the subject to students' lives and their participation in the lesson material and planning a good lesson. (Al Shibli, 2000, p. 84).

Al Rashedy (2004) says that effective teaching depends on two main aspects:

1. The learning skill and its ability in mental and intellectual instigation of students.
2. Positive relationship between the teacher and students and patterns of relations that motivate them to exert their utmost effort in learning (Al Rashedy, 2004, p.1).

The role of the educational supervisor is important to follow up and provide guidance for teachers in order to implement the course of Physical Education effectively. An educational supervisor is an experienced person in scientific and educational fields. He visits teachers, watches their teaching, sports skills offered to students in order to diagnose points of strengths and weaknesses, suggests and facilitates what would develop the work of the teaches. A teacher has to listen to what the supervisor is saying without stiffening or sensitivity, but out of a desire to develop the work and make better achievement. (Al Naddaf., 2003: 287).

The current study tries to find out the degree of practicing principles of effective teaching by physical education teachers through supervisors of physical education, who are the link between the educational policy and decision-makers on one hand, and the field specifically in specific places of physical education on the other. through previous illustration, it became clear that the problem of the study is shown in the inability to achieve these hopes in the field of physical education teaching unless in presence of an aware and well-prepared teacher in line with modern developments that marked the concepts of physical education to occupy a lot of space in the field of Physical Education.

By the fact that both researchers work in the field of teaching and supervision in physical education in educational levels and work in the field of teacher preparation through teaching at the Faculty of Physical Education, they noted some decrease in teachers' perceptions of concepts of effective teaching in the field of Physical Education, which makes this phenomenon worthy of research and highlights the essence of the problem in the following the main question:

To what extent teachers of physical education use principles of effective teaching from the perspective of supervisors of Physical Education?

PROCEDURES OF THE STUDY

The researchers used the descriptive method as it is appropriate to the nature and problem of the study.

Population & Sample of the Study

The population of the study included male and female physical education supervisors in the Directorate of Education, Koya District and the sample was selected purposively consisting of (5) male and female physical education supervisors in Koya District.

Tool of the Study

The researchers used the questionnaire as a tool to complete the study's requirements as they used previous and similar literature in educational practices. The questionnaire form included (44) paragraphs distributed on (5) main fields as follows:

1. Planning.
2. Application.
3. Class Management.
4. Educational Activities.
5. Evaluation.

After presenting the questionnaire on (3) arbitrators who are specialists in curricula and teaching methods, some modifications were made as directed by them and applied on members of the study sample.

Performance validity

Validity was achieved through questionnaire presentation after depending on a group of arbitrators of professors of curricula and teaching methods to judge the tool and its applicability through connecting each phrase to its main elements. The arbitrators expressed some remarks upon which some modifications can be made to be ready to test their validity, Annex (1).

Reliability

Questionnaire form reliability was determined through retesting as it was applied on a random sample outside the original sample of the study. After a week, retesting was made on the same sample and using Pearson's correlation coefficient and then extracting reliability coefficient (86%) which is a high reliability percentage.

Exploratory Trial

In order to determine negative sides accompanying the study, the researcher made the exploratory trial on (3)

male and female supervisors outside the sample of the study on: 10/01/2016.

Main Trial

After completing procedures of the study, the researcher performed the main trial on the sample on 01/02/2016.

Statistical Methods

1. Arithmetic mean.
2. Standard Deviation SD.
3. Percentage.
4. Simple Correlation.

PRESENTING & DISCUSSING RESULTS

Presenting & Discussing Results of Planning

This Table 1 above shows that arithmetic means for paragraphs of this field range between 2.4 and 4.4 as paragraph No. (6): "Explaining goals and their achievability within the school's possibilities" came at first place (mean: 4.4), paragraph No. (8): "Preparing a daily plan with various goals" came at second rank (mean: 4.00), while paragraph No. (3): "Good preparation of the subject" came at third place with mean of 3.8.

In addition, paragraphs 3 and 6: "Good preparation of the subject" and "Explaining goals and their achievability within the school's possibilities" at fourth rank (mean: 3.6), paragraph No. (5): "Facing changed & contingent situations (climate changes, program change and activity days) successfully" came at third rank with mean 3.4, while paragraphs (1) and (2): "Preparing a comprehensive & clear annual plan" and "Reviewing the Teacher's Guide at planning" came at sixth place with mean 2.4.

Most paragraphs achieved weighing arithmetic means that exceed the threshold of the answers, while they

also showed us some drawbacks due to the decline less than the threshold with regard to paragraph (1) "Preparing a comprehensive & clear annual plan" with the lack of such long-term planning by the teacher which reflects something of the simulation in the presence of this profession. Since that planning means the arrangements placed at present in order to make a major change with strong impact in the future, they are based on mobilization of all forces, efforts and resources, continuing to work persistently based on generalization which sets long-term goals in mind at all its sides and every movement, getting ready and empowered (Shamel, 229: 11990), so planning should include a short-term and other long-term strategies. The researcher believes that planning that includes developing strategies at the core of the work of the teacher, where results of planning plans represent "the best way to achieve a certain goal, include decisions relating to the achievement of the goal, ways of implementation and its stages" (Shamel, 86: 11990).

As for paragraph (2) "Reviewing the Teacher's Guide at planning" which got means not exceeding the threshold, it shows that the degree of practice is low, and the researcher attributes the reason either due to neglect of the teacher in using the Teacher's Guide or the failure of the government and Ministry of Education not to provide books and means of education. This is because among the things that need larger consideration by those responsible for education is restriction in interest on the school book, ensuring its printing and distribution on students at the beginning of the studying year with complete neglect of the teacher's book. It rarely reaches teachers and if so, they receive it at the end of the studying year. Since it is logical that a teacher plans lessons before application the process of planning and training should precede lesson application. Thus, the Teacher's

Table 1: Arithmetic means and degree of practice for each paragraph of planning

Serial	Terminology	Rank	Mean	Practice degree
1.	Preparing a comprehensive & clear annual plan	6	2.4	Few
2.	Reviewing the Teacher's Guide at planning	6	2.4	Few
3.	Good preparation of the subject	4	3.6	Great
4.	Preparing learning environment properly and applicably	3	3.8	Great
5.	Facing changed & contingent situations (climate changes, program change and activity days) successfully	5	3.4	Great
6.	Explaining goals and their achievability within the school's possibilities	1	4.4	Great
7.	Forming behavioral goals in a procedural way	4	3.6	Great
8.	Preparing a daily plan with various goals	2	4	Great

Guide can barely be benefited from by teachers if they receive it.

Hence, an educational director should ensure the arrival of the teacher's guide to all teachers before the start of the school year in order to train teachers on modern trends that may be included in the teacher's guide. In addition, this can enable to discuss with teachers the contents of the teacher's guide before the start of the school year to complete utilizing it in enriching the educational situation, develop the educational process and in order to be reflected spectrum All being in the lessons, which precedes the implementation process and to say that the relationship between the school's book and the teacher's guide is actually a complementary relationship.

Presenting and Discussing Results of Application

Table 2 shows arithmetic means of members of the study sample concerning the second field "application". It can be noted from this table that means of paragraphs in this field ranged between 5.00 and 1.8. Paragraph No. (6): "Always use a correct language" came at first place (mean: 5.00), paragraphs (1) and (4): "Asking questions to ensure students' understanding of sport skills" and "Presenting the subject material (motor skills) for students in a logical and consecutive manner" at second place with means 4.2, paragraph (3): "Considering individual differences among students" at third place with mean 4.00, paragraphs (2) and (5) "Motivating students (happiness and joy) during application" and "Positive interaction with all students" came at fourth place with mean 3.2, while paragraph (8): "Providing

suitable application opportunities for all students" came at fifth place (mean 3.00), paragraph (7): "Integration among branches of physical education" came at sixth place with mean 2.8, paragraph (10): "Increasing the time dedicated to application" came at seventh place (mean: 2.4), paragraph (11) "Integration with other disciplines" came at eighth place (mean: 2.00), whereas paragraph (9): "Variability in methods used in class" came at ninth place (mean: 1.8).

It is noted that the degree of practicing principles of effective teaching by physical education teachers related to application showed that they were practiced to a great extent generally as the mean was 5.00. However, means of each paragraph in this field showed few practices by physical education teachers of three paragraphs: Variability in methods used in class, increasing the time dedicated to application and integration among branches of physical education. Invariability of teaching methods may indicate that teachers still consider physical education aiming to develop the psychomotor domain of students. In this respect, Doherty discussed that teaching methods of physical education are variable by the variability of goals which a teacher seeks to achieve. If a teacher wants to achieve motor goals, the direct method is the most appropriate, while if he wants to develop social relationships between students, he should use another method such as the bilateral method.

In addition, lack of practice by teachers to increase the actual application of mathematical skills in physical education dedicated time is perhaps due to the limited availability of tools and sport spaces besides

Table 2: Arithmetic means and practice degree for each paragraph of application

Serial	Terminology	Rank	Arithmetic mean	Practice degree
1.	Asking questions to ensure students' understanding of sport skills	2	4.2	Great
2.	Motivating students (happiness and joy) during application	4	3.2	Great
3.	Considering individual differences among students	3	4	Great
4.	Presenting the subject material (motor skills) for students in a logical and consecutive manner	2	4.2	Great
5.	Positive interaction with all students	4	3.2	Great
6.	Always use a correct language	1	5	Great
7.	Integration among branches of physical education	6	2.8	Great
8.	Providing suitable application opportunities for all students	5	3	Great
9.	Variability in methods used in class	9	1.8	Few
10.	Increasing the time dedicated to application	7	2.4	Few
11.	Integration with other disciplines	8	2	few

the increase in the number of students per class. As for the lack of physical education teachers' practice the link between physical activity and the rest of other subjects, this may be due to the weakness of knowledge repertoire of teachers that needs to be followed-up by Physical Education supervisors. In this context, (Nichols) pointed out that physical education teachers have opportunities to use motor and sport activities in learning other subjects such as mathematics, language, social studies and other.

This Table 3 shows that arithmetic means of paragraphs of this field ranged between 6.2 and 2.8. Paragraph (3): "Supervision and follow-up the session" came at first place (mean: 4.2), paragraph (2): "Cooperation among students" came at second place (mean: 3.8), paragraph (4): "Providing factors of security & safety that may affect student's safety during performance" came at 3rd place (mean: 3.6), paragraph (6): "Applying rules of order in all parts of the session" came at the 4th place (mean: 4.3), paragraphs (1) and (5): "Good organization of class session" and "Dealing with offensive behaviors wisely" came at 5th place (mean: 3.2), paragraph (7): "Quick distribution of students on application stages" came at 6th place (mean: 2.8), paragraph (8): "Providing devices and tools to facilitate application" came at 8th place (mean: 2.6).

From results of the study, it is noted that the degree of practicing principles of effective teaching and classroom management related to the field physical education teachers was large in general, with the mean for this field amounted to (4.2). However, the arithmetic means for each paragraph of this area showed a large practice by physical education teachers. It talked about classroom management as being particularly important in the learning process as they seek to provide and create all the atmosphere of

psychological and social requirements, which must be provided to the teacher as an educational atmosphere actor, safe environment, raise the achievement of scientific and cognitive level taking into account the integrated growth of the students. Among the most important rules that should be followed by the teacher's within the classroom to achieve effective education for students is commitment of time when the teacher adjusts his schedule in attending classes, prepares the lesson in advance before attending students to move away from classroom problems as adjusting time at the end of the session is least as important as the beginning. Moreover, good preparation is important for the teacher in good preparation and planning of the lesson and ensuring the availability of all the tools, materials and techniques.

Presenting & Discussing Results of Education Activities

This Table 4 shows that arithmetic means of paragraphs of this field ranged between 4.2 and 2.4. Paragraphs (3) and (6): "Participation in external sport activities supervised by the education directorate" and "Organizing internal activities among classes of the same school" came at first place (mean: 2.4), paragraphs (1) and (4): "Variability of activities, individual & group skills" and "Considering connection between activities and educational goals" came at second place (mean: 3.2), paragraphs (2, 8, 9): "Concentration on practical aspects of the lesson", "Considering the connection between the activities with environment and society" and "The interest in training school teams outside school time" came at 3rd place (mean: 3.00), paragraph (5): "Considering selection of activities that respond trends and desires of students" came at the 4th place (mean: 2.6), paragraph (7): "Activating the use of educational

Table 3: Arithmetic means and practice degree for each paragraph of class management

Serial	Terminology	Rank	Arithmetic mean	Practice degree
1.	Good organization of class session	6	3.2	Great
2.	Cooperation among students	3	3.8	Great
3.	Supervision and follow-up the session	1	4.2	Great
4.	Providing factors of security & safety that may affect student's safety during performance	4	3.6	Great
5.	Dealing with offensive behaviors wisely	6	3.2	Great
6.	Applying rules of order in all parts of the session	5	3.4	Great
7.	Quick distribution of students on application stages	7	2.8	Great
8.	Providing devices and tools to facilitate application	1	2.6	Great

method during explanation of sport skills” came at 5th place (mean: 2.4).

It is noted in Table 4 that most paragraphs obtained high degrees which shows that teacher exercise their jobs well, which refers that the teacher practices his job well and there is a clear development in teachers’ practices in fields related to education and learning. This result may, in turn, be dedicated to the central education system that allows teachers to adopt new teaching contents without imposing the content in the textbook on them. They may fell under the accountability in the event of failure to do so. The reason for this result may also be the power and the exercise of teachers in teachers’ preparation programs in the field of sports content, especially if we know that the teacher, throughout their learning in schools for many years, follows methodological changes and emergence o modern teaching method. This may be enough to make them own sport knowledge in a better way. This increases their effectiveness in implementing the sports content as is to be hoped of them. The table also shows that practices by physical education teachers to activate the use of teaching means while explaining sport skills, are few. This may be attributed to lack of

educational activity in sports education classes and the focus on practical aspects. Perhaps the reason is due to the absence of the possibility of material to provide various educational methods and use during explaining sport skills.

The above Table 5 shows arithmetic means of answers of members of the study sample concerning the fifth field/evaluation in a “descending order”. This table shows that arithmetic means of paragraphs of this field ranged between 3.9 and 2.4. Paragraph (7): “Helping in scientific thinking of students” came at first place (mean: 9.3), paragraph (8): “Concentrating on the theoretical field” came at second place (mean: 3.8), paragraph (6): “Help teachers determine difficulties and motor problems of some students and solve them” came at 3rd place (mean: 3.6), paragraphs (1) and (5): “Focusing on motor aspect in evaluation” and “Considering evaluation by goals indication” came at the 4th place (mean: 3.2), paragraph (4) “Validity, reliability and objectivity of evaluation” came at 5th place (mean: 3.00), paragraph (2): “Considering continuity of evaluation” came at 6th place (mean: 2.6), while paragraph (3): “Benefit from evaluation on feedback” came at 7th place (mean: 2.4).

Table 4: Arithmetic means and practice degree for each paragraph of education activities

Serial	Terminology	Rank	Arithmetic mean	Practice degree
1.	Variability of activities, individual & group skills	2	3.2	Great
2.	Concentration on practical aspects of the lesson	3	3	Great
3.	Participation in external sport activities supervised by the education directorate	1	4.2	Great
4.	Considering connection between activities and educational goals	2	3.2	Great
5.	Considering selection of activities that respond trends and desires of students	4	2.6	Great
6.	Organizing internal activities among classes of the same school	1	4.2	Great
7.	Activating the use of educational method during explanation of sport skills	5	2.4	Few
8.	Considering the connection between the activities with environment and society	3	3	Great
9.	The interest in training school teams outside school time	3	3	

Table 5: Arithmetic means and practice degree for each paragraph of evaluation

Serial	Terminology	Rank	Arithmetic mean	Practice degree
1.	Focusing on motor aspect in evaluation	4	3.2	Great
2.	Considering continuity of evaluation	6	2.6	Great
3.	Benefit from evaluation on feedback	7	2.4	Low
4.	Validity, reliability and objectivity of evaluation	5	3	Great
5.	Considering evaluation by goals indication	4	3.2	Great
6.	Help teachers determine difficulties and motor problems of some students and solve them	3	3.6	Great
7.	Helping in scientific thinking of students	1	3.9	Great
8.	Concentrating on the theoretical field	2	3.8	Great

It is noted from results of the study that the degree of the practicing principles of effective teaching related to the field of evaluation by physical education teachers showed that they were practiced largely in general. The mean for the field of application was (2.71). However, arithmetic means for each paragraph of this field have shown the existence of a little percentage by physical education teachers for one paragraph, "to take advantage of evaluation in feedback". Perhaps the reason is not to make a teacher provide his students with, which can significantly contribute to increasing the effectiveness of learning, and integration into attitudes and experiences of learning. Thus, a teacher who is not concerned with feedback cannot contribute to prepare a scientific atmosphere full of security, trust and respect between students themselves, and between them and the teacher.

Furthermore, (Mohammed Salah Sharaf) referred that the success of classroom teaching position requires planning for teaching and learning, correct selection of activities, ways, means and organization, and implementation of activities in accordance with the available effective means and methods, continuous evaluation and benefit from the feedback to improve the processes of teaching and learning. (79: 9).

CONCLUSIONS AND RECOMMENDATION

Conclusions

1. Most of the paragraphs in the field of planning achieved weighing means that exceed the threshold of answers, as weighed means showed some drawbacks due to being lower than the threshold.
2. The degree of practicing effective teaching principles by physical education teachers relating to application showed that they were practiced largely in general.
3. The degree of practicing effective teaching principles by physical education teachers relating to class management showed that they were being practiced largely.
4. Most paragraphs in the field of education received high scores and this showed that the teacher exercised his profession well and there is a clear development in the practice of teachers.
5. The degree of practicing effective teaching principles by physical education teachers relating to evaluation showed that they were being practiced largely.

Recommendations

1. Participation in competitive sports activities, as the Ministry of Education should emphasize the need for physical education teachers to draw attention to training activities for school teams during school day and after school, as this has a reflection on the evolution of skills among students, especially in the lack of provided time for motor exercise.
2. Activating the role of Physical Education supervisors to explain and enrich the information and knowledge of sports education teachers about the need for diversification in the use of direct and indirect physical education teaching methods with replacement with each other to cope with the different students' needs and to achieve diverse goals (motor, cognitive and social) in place for Physical Education.
3. Holding specialized courses and workshops for teachers of physical education to introduce them to the importance of evaluating students and identify the strengths, weaknesses of students and the criteria against which we measure students' progress in motor activities.
4. Emphasizing the need to provide teachers with the theoretical information necessary to help teachers to link teaching physical education and other study materials through publications, workshops and an interest in teacher preparation programs.
5. Develop training programs for teachers that give them the skills and expertise on evaluation in the light of the teaching with competencies.
6. Improve the quality of formation to allow the development of educational skills of teachers.
7. Connecting channels of communication and dialogue between faculty researchers and practitioners in the field (inspectors and teachers) for scientific benefit.
8. Creating banks for evaluation situations, build tests and networks of evaluation to facilitate the work of the teacher and establish objectivity and accuracy of the results and evaluation.

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