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Instructional design and its role in developing teaching practices for secondary school physical education teachers for schools in the center of Maysan province

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Abstract

The aim of the research is to know the role of teaching design in developing the teaching practices of physical education teachers for the secondary stage of the center's schools in Maysan Governorate through:

1. Identifying the teaching design and the extent of its possession by the research sample.
2. Design a questionnaire to measure the level of development.
3. Identify the significance of the differences for the research sample according to the variables of gender, academic qualification and experience.
4. The researcher used the descriptive approach in the survey method and used the questionnaire as a means of collecting information after designing it according to the scientific steps.
 - a) Entrance knowledge of the student
 - b) Determine educational goals
 - c) Analyzing and organizing educational content
 - d) Determine the educational strategy
 - e) Define teaching aids
 - f) Diagnosing the variables of the educational environment
 - g) Calendar

Research sample included (200) teachers and schools of physical education chosen by the intentional method, distributed according to the variables of gender, academic qualification and years of experience. Most of the teachers of physical education own the teaching design and their prominent role in the performance and development of the lesson.

Keywords: Instructional, design, teaching, secondary school, physical, teachers, Maysan

Introduction

The importance of research: Teaching design is one of the contemporary sciences that emerged in the last quarter of the last century as a part of the science of educational technology, a science whose features have crystallized after decades of research and investigation in the field of education and learning in particular, where the design of teaching came in response to the requirements of the new reality to search for solutions to many problems it suffers from Learning is like randomness and the absence of the role of the learner and the waste of time and effort. Hence the role of the educational teacher came to employ what he has from the memory store of knowledge and information and what he has acquired of skills and patterns of behavior in various areas of teaching activities, whether those related to planning and implementation of the lesson or decision-making and administrative and evaluation aspects Or other professional competencies necessary to ensure an acceptable level of practice of the profession. Also, teachers, regardless of their levels and experience, need to employ what are available measurement tools to test their teaching performance if they want the continuity of development and progress and to enable them to positively influence the learning of learners and improve the learning process. The importance of the research is manifested as a self-evaluation of the behaviors of physical education teachers, as it sheds light on the nature of some teaching practices carried out by male and female teachers through their identification and selection of proposed alternatives to teaching positions that are commensurate with what they do in their usual teaching behavior.

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Research Problem: The population explosion, the lack of qualified educational staff and the increase in scientific knowledge generated great pressure on educational systems, which made them unable to carry out their new responsibilities and roles that resulted from social, economic and scientific changes. Scientific and technological excellence and push the educational process forward because the teacher of physical education is conscious in his great role in education, preparation and upbringing and is keen on directing and mobilizing the energies and creations of the generation. The researcher for a short period in the educational field for the secondary stage felt the need for a self-evaluation tool in which the physical education teacher can judge his performance and ability to own planning according to a tool (questionnaire) instead of the external evaluation of the teacher's performance by the educational supervisor, where the research problem lies in the answer On the following question: To what extent do male and female secondary school physical education teachers in the Maysan Center for Teaching Design schools own?

Search objectives: Designing a questionnaire to know the teaching design of physical education teachers. To identify the extent to which the research sample possesses the teaching design. Identify the significance of the differences in the design of teaching between male and female teachers.

Research postulations

- There is no significant difference between the average of the overall teaching design for male and female physical education teachers for the secondary stage according to the gender variable.
- There is no significant difference between the average of the overall teaching design for male and female physical education teachers for the secondary stage according to the educational qualification variable.
- There is no significant difference between the average of the overall teaching design for male and female physical education teachers for the secondary stage according to the variable of experience.

Research limits

- **The human domain:** Physical education teachers for the secondary stage in the schools of the Maysan governorate center for the academic year 2021-2022.
- **Time domain:** The period from 11/28/2021 to 5/25/2022.
- **Spatial domain:** Secondary schools in the center of Maysan Governorate.

Definition of Terms

- **Teaching design:** It is drawing lines and general and detailed procedures and general and detailed procedures for the elements and steps of teaching that stem from the principles and theories of teaching and determine how to implement the teaching process in a way that achieves the desired goals (Maher, 2008) [9].
- Teaching Practices (Good, 1973) [8] defined it as an expression that refers to a set of activities that are used in actual teaching by teachers.

1. Research methodology and field procedures

Research Methodology: The researcher used the descriptive approach in the survey method to solve the

research problem, as descriptive studies contribute to adding real information about the current reality of various sports phenomena that positively or negatively affect the sport as a whole. Such information occupies a great degree of importance in the ability to evaluate the current situation. Approval, endorsement and support, or suggesting new means and methods for development for the better (Mohammed, 1999) [11].

Research community and sample: The research community consisted of male and female teachers of physical education for the secondary stage in the schools of the Maysan Governorate Center for the academic year 2021-2022, which numbered 360 teachers, including 166 teachers and 194 schools, classified into scientific qualifications (bachelor's, postgraduate) as well as dividing them into three categories according to the variable of experience It is (less than five years old, 6-10, 11 and over) 100 teachers and schools were excluded from the research community, including 33 teachers and 67 schools, for their contribution to the reliability test (the exploratory sample) and 60 of them were excluded due to their response to the questionnaire, so the research sample became 200 teachers The research sample constitutes 55% of the research community.

Table 1: It shows the number of individuals in the research sample according to the variables of gender, academic qualification and years of experience

Qualification	Categories	Teacher	School	Total
BA	Less than five years old	18	21	39
	6 - 10 years	25	28	53
	11 and above	22	16	38
Postgraduate	Less than five years old	15 th	17	32
	6 - 10 years	17	14	32
	11 and above	3	4	7
total		100	100	200

Research tools and information gathering tools: Research tools mean the means or method by which the researcher can solve a problem, regardless of whether those tools are data or devices (Mohammed, 2003) [12] Researcher relied on the following tools: the International Information Network (Internet) - a Dell laptop (core i 5) - an electronic calculator. As for the means of collecting information, they are: personal interviews - Arab and foreign references and sources - a questionnaire designed for research

▪ Steps to carry out the search

Questionnaire Design: The researcher used the questionnaire as a tool for collecting information and to achieve the desired research goals, as the questionnaire is an appropriate way to obtain information, data and opinions in a relatively short time, and it may also be the only way to obtain some information from its human sources (Obeidat, 2000) [15] And due to the lack of a tool, the researcher designed a questionnaire for the research sample consisting of 56 items distributed on 7 axes.

The first axis determines the input knowledge of the student
The second axis defines educational goals

The third axis is analysis and organization of educational content

The fourth axis defines the educational strategy

Fifth Axis: Defining educational aids

The sixth axis: Diagnosing the variables of the educational environment

Seventh Axis Calendar

The researcher relied on many sources to identify and formulate these themes. She presented the questionnaire to a group of expert arbitrators in psychology, administration, organization, teaching methods, tests and measurement, who numbered 20 experts, and obtained an agreement rate of 9 percent.

Authenticity of the tool: It means: to measure what it was set for, that is, to measure the goal for which it was fasted (Afnan, 1995)^[3] Honesty is one of the important conditions and basic steps for preparing and using tests (Nizar, 1983)^[14] and making appropriate decisions for a specific purpose (Salah al-Din, 2000)^[16].

In order to verify the validity of the tool, the apparent validity was adopted by presenting the tool to a number of experts with specialization and experience in teaching methods, psychology, management, organization, measurement and evaluation Annex (9) to express their opinion about the validity of these practices in each of the axes set, or adding or deleting any axis or A practice that they find inappropriate, reformulating, or merging some axes with other axes, taking into account the alternatives established for these practices and the extent of their validity or the development of an alternative to them. The tool requires a group of specialized experts to express their opinion on the validity of the paragraphs according to the measure of the quality for which they were found. (Ebel, 1972)^[7] After repeating the tool, and with the agreement of the majority of experts on the validity of the axes and the paragraphs distributed on them, which reached an agreement ratio of (0.93), it was indicated (Bloom, 1983)^[6] that if the component obtained an agreement percentage of (0.75) or more, the test was considered honest (Benjamin, 1983) Therefore, the questionnaire was ready in its final form to be presented to the members of the research sample, Annex (6), containing the teaching design paragraphs and the alternatives established for them, and to determine the relative importance of them, scores were placed for each of them, ranging between (5-1), and they are performed to a very large degree, to a great extent, to a moderate degree, to a small degree, to a very low degree), and the grades (5, 4, 3, 2, 1), respectively, were given to these alternatives. Thus, the tool was considered honest and included in its final form (56) paragraphs distributed over the seven axes.

Table 2: It shows the arithmetic averages and standard deviations of the answers of male and female teachers for the domain (determining the knowledge entered by the student) arranged in descending order according to the arithmetic mean

Rank	The number	Paragraph	SMA	Standard deviation	Development level
1	2	I make sure they are safe and healthy	4.250	0.755	very big
2	9	Organize a curriculum for them that suits their abilities	4.210	0.889	very big
3	8	Explain how they got the degree	4.110	0.890	very big
4	3	Find out if a player or player belongs to a team outside the school is among them	3.925	1.165	big
5	7	Explain to them the mechanism of the upcoming lessons	3.900	0.956	big
6	1	Ask about their information about games in general	3.685	0.900	big
7	5	Do they follow sports and its events?	3.640	1.037	big
8	6	Do they know specific physical exercises or sports movements?	3.615	1.011	big
9	4	Do they exercise at home or outside?	3.480	1.070	big
The field of determining the input knowledge as a whole			3.868	0.964	big

Stability of the tool: After verifying the validity of the tool and its adoption in its final form, it is assumed that it is (fixed) and the stability is: If the test is re-applied to the individuals themselves, it gives the same results or close results, and this indicates that stability means the consistency of the test results with themselves if it is repeated once or several more times. It means stability, that is, if the same test is re-applied to one individual, it gives some stability in the results, and the test reliability coefficient is a correlation coefficient between the results of the different times of its conduct, that is, between the tests itself (Marwan, 1999)^[10].

The tool was presented to a sample of the research community on January 9, 2022 consisting of (67) schools and (33) teachers (they were excluded from the final application of the tool), where the researcher explained the objectives of the study and the instructions for answering the sample members before answering the questionnaire and after a period of two weeks. The second application dated 23/1/2022 on the same sample, based on what was indicated by (Awda) that the period between the first and second applications should not be less than a week. (Ahmed, 1998)^[4] The researcher found the correlation coefficient between the total scores scored by the respondents in the first application of the tool and the result of the scores achieved by the same group in the second application of the same tool, and the stability was extracted by applying the simple correlation equation (Pearson), where the reliability coefficient reached (0.81), which is a high stability coefficient that can be Rely on it. (Aziz, 1989)^[5].

Final application of the tool: The tool was applied in its final form, consisting of (56) paragraphs distributed over seven axes and five alternatives, to the members of the research sample consisting of (200) teachers and schools. After collecting the forms from the members of the research sample, they were analyzed and processed statistically.

Statistical means: The researcher used SPSS 16 the Excel program analyzes the sample responses, as follows: Arithmetic mean- standard deviation- and t test- Variance analysis- Pearson correlation coefficient.

Presentation, analysis and discussion of the results

1. Presentation and discussion of the results of the first axis (determining the knowledge entered by the student)

It is evident from Table No. (2) that the arithmetic mean values for the paragraphs of the first field for determining the student's input knowledge amounted to (3.86), which is of high values greater than the hypothetical average and came as a result of the level of development (large), and this gives a positive indication of the teachers' possession of the elements of numbers and knowledge planning. Before starting the lesson, as they have the ability to talk to them about their physical health, organize the steps of the lesson

to suit their abilities, distinguish the athlete from them, translate the general goals into behavioral and educational purposes, as well as have the appropriate method and method for taking information from students, and they take into account the levels and capabilities of their students when developing the plan for the lesson.

2. Presentation and discussion of the results of the second axis: (Determining educational goals)

Table 3: Arithmetic averages and standard deviations of male and female teachers' answers in the field (setting educational goals) Arranged in descending order according to the arithmetic mean

Rank	The number	Paragraph	SMA	Standard deviation	Development level
1	8	Be precise in choosing the vocabulary according to the age level of the students	4.295	0.762	very big
2	5	Determine the skills to be taught in an understandable and clear manner	4.225	0.835	very big
3	3	Define educational goals and be easy to measure and observe	4.15	0.781	big
4	4	Continuously formulate and renew behavioral goals to develop mental, physical and emotional growth	4.15	0.742	big
5	1	Own a wide culture by using the educational vocabulary	4.125	0.750	big
6	6	Prepare in advance the theoretical material and prepare the model for presentation	4.045	0.931	big
7	2	I am familiar with the events, laws and rules of public games	3.91	0.892	big
8	7	Use the teacher's guide for middle and middle school	3.63	1.170	big
The field of setting educational goals as a whole			4.066	0.858	big

Table No. (3) Shows that the arithmetic mean values for the paragraphs of the second field for determining educational goals reached (4.066), and it has high values greater than the hypothetical average. The result of the level of development is (large), and this gives a positive indication of the teachers' ability to accurately choosing educational vocabulary and choosing the appropriate educational method. According to (Abdul Karim, 1989) "The physical education teacher must be familiar with his subject and the new theories in it. The teacher must have a broad and deep background in his field of specialization, and this is in contrast to an appropriate amount of knowledge in other fields so that the students, through their interaction with him, can realize the interrelationships between the various scientific fields and form a general perception of the idea of unity Knowledge and its integration, and the teacher must

be superior in the topics related to the body and how it performs its function, and must have knowledge and skills for various activities in physical education, and familiar with how to learn motor skills. Since knowledge of the subject alone is not sufficient unless the teacher is informed of the students' psychology, mentality, inclinations, preparations and stages of development, the teacher's preparation programs must take into account subjects such as educational psychology, kinesiology, sports training, and science. Education, physiology, anatomy, and biomechanics, to be the basis for preparing a teacher in the field of physical education" (Afaf, 1989) [2].

3. Presentation, discussion, analysis and organization of educational content

Table 4: Arithmetic averages and standard deviations of male and female teachers' answers for the field (analysis and organization of educational content) arranged in descending order according to the arithmetic mean

Rank	The number	Paragraph	SMA	Standard deviation	Development level
1	2	Arrange the students' standing so that everyone can see the skill to be learned	4.520	0.701	very big
2	9	I appreciate the health and psychological status of the students	4.405	0.744	very big
3	3	Divide the students into equal and homogeneous groups in terms of number, physical and skill level	4.345	0.754	very big
4	5	Use the elements of suspense and excitement in the presentation of the material	4.340	0.773	very big
5	4	I provide feedback in an understandable and short language to correct mistakes and encourage students	4.225	0.779	very big
6	1	Divide the lesson time into its parts in an orderly and sound manner	4.195	0.906	big
7	6	A variety of methods of explaining motor skills	4.195	0.843	big
8	7	Kinds of organizational formations during the implementation of the lesson	4.015	0.859	big
9	8	Take into account the preferences and experiences of students when preparing the plan	3.960	0.879	big
10	10	Give sudden movements	3.895	0.893	big
The field of educational content analysis and organization as a whole			4.210	0.813	very big

It is evident from Table No. (4) That the values of the arithmetic mean of the paragraphs of the third field related to the analysis of educational content and its organization has reached (4,210), which is of high values greater than the hypothetical average, and the result of the level of development (very large), and this is evidence that may indicate the ability of teachers and teachers of physical education to organize and manage the lesson content and content and confirms (Al-Samarrai and Al-Samarrai, 1991)^[1] "that The principle of preparing the lesson and organizing it in terms of the plan and vocabulary included in the lesson is one of the most important initial and basic principles in

building and preparing the teacher. Therefore, the teacher must organize the planning and preparation process for the lesson and specify its steps in the lesson preparation book (Abbas, 1991)^[1] As for (Azmi, 1996), he asserts, "To carry out the planning process for building a physical education plan in the school, the goals to be achieved through this plan must be known, while studying the material and human capabilities that exist in the school (Muhammad, 1996)^[13].

4. Presentation, discussion and analysis to identify educational strategies

Table 5: Arithmetic averages and standard deviations of male and female teachers' answers for the field (determining educational strategies) arranged in descending order according to the arithmetic mean

Rank	The number	Paragraph	SMA	Standard deviation	Development level
1	1	Use the explanation strategy where explain the skill and teach it to the students	4.155	0.851	big
2	3	Use direct teaching where I perform the skill directly and have them memorize it	4.065	0.930	big
3	5	Teaching is centered on me, as I guide and guide the teaching process from its beginning to its end	3.87	0.931	big
4	2	Adopt an exploration strategy where you have them discover the skill for themselves through multiple sources	3.455	1.031	big
5	4	Use indirect teaching where they learn the skill by doing self-learning activities	3.405	1.061	Average
The field of defining educational strategies as a whole		3.790	0.961	big	

Table No. (5) shows that the arithmetic mean values of the fourth and special domains of determining educational strategies have reached (3.790), which has high values greater than the hypothetical average. The result of the level of development (a large level) indicates the mastery of teachers of physical education using and choosing Various

educational strategies Where their choices enjoyed realistic excitement for learners and determine the educational activities

5. Presentation, analysis and discussion of the identification of teaching aids

Table 6: Arithmetic averages and standard deviations of male and female teachers' answers for the field (determining teaching aids) arranged in descending order according to the arithmetic mean

Rank	The number	Paragraph	SMA	Standard deviation	Development level
1	7	Sports equipment and tools	3.82	1.235	Big
2	5	School radio	3.06	1.424	Average
3	2	Go to the illustrations	3.02	1.252	Average
4	1	Use blackboards and display boards	3	1.256	Average
5	4	Educational videos and films	2.91	1.404	Average
6	3	Use photos	2.815	1.364	Average
7	6	computer	2.755	1.358	Average
The field of defining the teaching aids as a whole		3.054	1.328	Average	

Table No. (6) Shows that the arithmetic mean values for the paragraphs of the fifth and special field for determining educational aids amounted to (3.054), and it has medium values in relation to the values of the hypothetical average. The result of the development level is (average), which

indicates the lack of available educational aids and if they are available, they depend on personal effort.

6. Presentation, analysis and discussion of the diagnosis of educational environment variables

Table 7: Arithmetic averages and standard deviations of male and female teachers' answers for the field (diagnosing educational environment variables) are arranged in descending order according to the arithmetic mean

Rank	The number	Paragraph	SMA	Standard deviation	Development level
1	5	Take into account individual differences when calculating	4.275	0.715	very big
2	4	Motivate and encourage students when taking the exam	4.255	0.833	very big
3	3	Rely on skill, physical and psychological tests when assessing	3.865	0.970	big
4	6	View the students' calendar results	3.64	1.125	big
5	2	Adopt scientific methods when evaluating	3.635	0.978	big
6	7	Take weekly and monthly tests to see the students' progress	3.62	1,049	big
7	1	The subject curriculum is subject to continuous evaluation calendar field as a whole	3.6	1.008	Average
		3.841	0.954	big	

It is evident from Table No. (7) that the arithmetic mean values for the items in the sixth domain for diagnosing the educational environment variables amounted to (3.581), which is of high values in relation to the hypothetical average values, and it came as a result of the level of development (large). This indicates the physical education teachers' observance of the weather and climatic conditions,

as well as paying attention to the place for performing the lesson and maintaining the safety of students and their proximity to them during the performance.

7. Presentation, analysis and discussion of the seventh axis of the calendar

Table 8: Arithmetic averages and standard deviations of the answers of male and female teachers for the field (evaluation) arranged in descending order according to the arithmetic mean

Rank	The number	Paragraph	SMA	Standard deviation	Development level
1	4	Take into account weather conditions and environmental factors when presenting the lesson	4.355	0.722	very big
2	3	I am trying to modify and develop the place designated for performing the lesson	4.065	0.833	big
3	1	I own a room or place that contains my things and needs	3.525	1.483	big
4	2	My lesson will be in the first lessons	3.46	1.181	big
5	5	Own different balls for all games that fit the number of students	3.27	1.294	Average
6	7	Buy safety and security factors	3.255	1.268	Average
7	6	I have a first aid kit	3.14	1.386	Average
The field of diagnosing the variables of the educational environment as a whole			3.581	1.167	big

It is evident from Table No. (8) that the arithmetic mean values for the paragraphs of the seventh field related to the evaluation field amounted to (3.841), which is of high values in relation to the hypothetical average values, and the

result of the development level is (large). This indicates that teachers of physical education enjoy a personal calendar, and this indicates their success and testing their abilities from time to time.

Table 9: Arithmetic averages and standard deviations of male and female teachers' answers to the dimensions of the teaching design domains arranged in descending order according to the arithmetic mean

Rank	The number	The field	SMA	Standard deviation	Development level
1	3	Analyzing and organizing educational content	4.210	0.813	very big
2	2	Setting educational goals	4.066	0.858	big
3	1	Determine the student's input knowledge	3.868	0.964	big
4	7	Calendar	3.841	0.954	big
5	4	Define educational strategies	3.790	0.961	big
6	6	Diagnosing the variables of the educational environment	3.581	1.167	big
7	5	Define teaching aids	3.054	1.328	Average
Teaching design practice degree as a whole			3.773	1.006	big

8. Presenting, analyzing and discussing the impact of gender on the role of teaching design in developing teaching practices

Table 10: Arithmetic averages, standard deviations, and t-test for the effect of gender (teacher-school) on the role of teaching design in developing teaching practices

The field	Sex	The number	SMA	Standard deviation	T value	Degrees of freedom	Statistical significance
Determine the student's input knowledge	Teacher	100	31.15	4.70	0.056	198	not significant
	School	100	31.11	5.44			
Setting educational goals	Teacher	100	32.65	4.80	0.351	198	not significant
	School	100	32.41	4.85			
Analyzing and organizing educational content	Teacher	100	42.60	4.77	1.282	198	not significant
	School	100	41.59	6.27			
Define educational strategies	Teacher	100	19.50	2.77	2.454	198	Statistically significant in favor of teachers
	School	100	18.40	3.51			
Define teaching aids	Teacher	100	20.99	7.50	0.755	198	not significant
	School	100	21.77	7.10			
Diagnosing the variables of the educational environment	Teacher	100	24.57	5.74	1.284	198	not significant
	School	100	25.25	5.25			
Calendar	Teacher	100	26.86	4.75	0.087	198	not significant
	School	100	26.92	4.98			
Total marks	Teacher	100	202.11	26.96	0.193	198	not significant
	School	100	201.35	29.01			

Female teachers in all axes except for the axis of determining educational strategies for the benefit of teachers For seminars, courses, competitions, reading books, newspapers and sports magazines, following up on sports programs through television, as well as their attendance and participation in sports festivals at all levels, and by virtue of

community customs, restrictions were imposed on the school to participate in such activities.

9. Presentation, analysis and discussion of the impact of the academic qualification on the role of teaching design in developing teaching practices

Table 11: Arithmetic averages, standard deviations, and t-test for the effect of academic qualifications (bachelor's degree and below, postgraduate studies) on the role of teaching design in developing teaching practices

the field	Qualification	The number	SMA	Standard deviation	T value	Degrees of freedom	Statistical significance
Determine the student's input knowledge	Bachelor's degree or less	130	31.13	5.05	0.003	198	not significant
	Postgraduate	70	31.12	5.14			
Setting educational goals	Bachelor's degree or less	130	32.11	5.06	1.66	198	not significant
	Postgraduate	70	33.30	4.25			
Analyzing and organizing educational content	Bachelor's degree or less	130	41.97	5.60	0.407	198	not significant
	Postgraduate	70	42.31	5.57			
Define educational strategies	Bachelor's degree or less	130	19.18	2.92	1.412	198	not significant
	Postgraduate	70	18.51	3.66			
Define teaching aids Statistically in favor of postgraduate studies	Bachelor's degree or less	130	20.00	7.38	3.761	198	D
	Postgraduate	70	23.94	6.44			
Diagnosing the variables of the educational environment	Bachelor's degree or less	130	24.68	5.54	1.350	198	not significant
	Postgraduate	70	25.78	5.42			
Calendar	Bachelor's degree or less	130	26.63	4.92	1.029	198	not significant
	Postgraduate	70	27.37	4.72			
Total marks	Bachelor's degree or less	130	199.40	27.90	1.616	198	not significant
	Postgraduate	70	206.04	27.31			

It is clear from Table No. (11) that there are no moral differences in terms of academic qualification between male and female teachers in all axes except for the axis of determining educational means and in favor of holders of higher degrees. Material that enables them to buy some

educational reinforcements

10. Presentation, discussion and analysis of the impact of years of service on the role of teaching design to develop teaching practices

Table 12: Arithmetic averages, standard deviations, and test (analysis of variance) for the effect of years of service (5 and less, 6-11 years, 11 years and over) on the role of teaching design in developing teaching practices

The field	Years of service	The number	SMA	Standard deviation	Q value	Degrees of freedom	Statistical significance
Determine the student's input knowledge	less than five	94	34.25	5.41	0.886	2, 197	not significant
	6-10	44	35.27	6.30			
	11-and above	62	35.33	5.35			
Setting educational goals	less than five	94	32.22	4.86	0.361	2, 197	not significant
	6-10	44	32.75	5.43			
	11-and above	62	32.83	4.32			
Analyzing and organizing educational content	less than five	94	41.25	5.74	2.044	2, 197	not significant
	6-10	44	42.72	5.73			
	11-and above	62	42.91	5.10			
Define educational strategies	less than five	94	19.06	2.97	0.132	2, 197	not significant
	6-10	44	18.77	3.83			
	11-and above	62	18.90	3.10			
Define teaching aids	less than five	94	21.72	7.47	0.956	2, 197	not significant
	6-10	44	22.11	7.50			
	11-and above	62	20.33	6.88			
Diagnosing the variables of the educational environment	less than five	94	24.86	5.53	0.618	2, 197	not significant
	6-10	44	25.88	6.08			
	11-and above	62	24.80	5.07			
Calendar	less than five	94	26.31	4.84	2.178	2, 197	not significant
	6-10	44	28.15	4.88			
	11-and above	62	26.85	4.75			
Total marks	less than five	94	199.702	27,197	0.695	2, 197	not significant
	6-10	44	205.68	32.11			
	11-and above	62	202.00	25.51			

Conclusions

1. Most of the teachers of physical education in the schools of the Maysan governorate center have a sufficient amount of teaching design for the physical education lesson
2. Teachers outperform female teachers in defining instructional strategies
3. The superiority of graduate degree holders in the use of educational aids .
4. Years of experience are a positive factor in empowering male and female teachers with all their qualifications Scientific From their effective design during the lesson.

Recommendations

1. The Directorate of Sports and Scout Activity and the Directorate of Preparation and Training in the General Directorate of Education of Maysan, in coordination with the Deanship of the Faculty of Physical Education, opened specialized development courses for the teaching staff in the institutions of preparing teachers and teachers of physical education and the educational supervisors and specialists of physical education in the General Directorate of Education in Maysan Governorate.
2. That the Directorate of Preparation and Training in the General Directorate of Education of Maysan, in cooperation with the Deanship of the Faculty of Physical Education at the University of Maysan, to involve the physical education teachers from the graduates of this faculty in focused developmental courses on the implementation of the lesson and the use of sports equipment and tools.
3. The Directorate of Sports Activity and Scouting in the General Directorate of Education in Maysan Governorate, in coordination with the Directorate of Preparation and Training, engages all physical education teachers in training, development and arbitration courses focusing on knowledge of the scientific material and evaluation methods.
4. Conducting special strengthening courses for teachers that focus on educational strategies
5. Conducting intensive seminars to explain the most important educational means in the physical education lesson, especially for those with a bachelor's degree

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Teaching design questionnaire in its final form

First: Determining the input knowledge of the student

T	Vertebrae	Big degree very	Big degree	Medium	Degree few	Degree few very
1	Ask about their information about games in general					
2	Make sure they are safe and healthy					
3	Find out if a player or player belongs to a team outside the school is among them					
4	Do they exercise at home or outside?					
5	Do they follow sports and its events?					
6	Do they know specific physical exercises or sports movements?					
7	Explain to them the mechanism of the upcoming lessons					
8	Explain how they got the degree					
9	Organize a curriculum for them that suits their abilities					

Second: The focus of defining educational goals

T	Vertebrae	Big degree very	Big degree	Medium	Degree
1	Own a wide culture by using the educational vocabulary				
2	I am familiar with the events, laws and rules of public games				
3	Define educational goals and be easy to measure and observe				
4	Continuously formulate and renew behavioral goals to develop mental, physical and emotional growth				
5	Determine the skills to be taught in an understandable and clear manner				
6	Prepare in advance the theoretical material and prepare the model for presentation				
7	Use the teacher's guide for middle and middle school				
8	Be precise in choosing the vocabulary according to the age level of the students				

Third: The focus of analyzing and organizing educational content

T	Vertebrae	Very big degree	Big degree	Medium	Little degree	Very little degree
1	Divide the lesson time into its parts in an orderly and sound manner					
2	Arrange the students' standing so that everyone can see the skill to be learned					
3	Divide the students into equal and homogeneous groups in terms of number, physical and skill level					
4	I provide feedback in an understandable and short language to correct mistakes and encourage students					
5	Use the elements of suspense and excitement in the presentation of the material					
6	A variety of methods of explaining motor skills					
7	Kinds of organizational formations during the implementation of the lesson					
8	Take into account the preferences and experiences of students when preparing the plan					
9	I appreciate the health and psychological status of the students					
10	Give sudden movements					

Fourth: Determine the educational strategy

T	Vertebrae	Big degree very	Big degree	Medium	Degree few	Degree few very
1	Use the explanation strategy where explain the skill and teach it to the students					
2	Adopt an exploration strategy where you have them discover the skill on their own through multiple sources					
3	Use direct teaching where I perform the skill directly and have them memorize it					
4	Use indirect teaching where they learn the skill by practicing self-learning activities					
5	Teaching is centered on me, as I guide and guide the teaching process from its beginning to its end					

Fifth: Determine the teaching aids

T	Vertebrae	Big degree very	Big degree	Medium	Degree few	Degree few very
1	Use blackboards and display boards					
2	Go to the illustrations					
3	Use caricatures and stickers					
4	Use photos					
5	Educational videos and films					
6	School radio					
7	computer					
8	Sports equipment and tools					

Sixth: Diagnosing the variables of the educational environment

T	Vertebrae	Big degree very	Big degree	Medium	Degree few	Degree Very few
1	I own a room or place that contains my things and needs					
2	My lesson will be in the first lessons					
3	I am trying to modify and develop the place designated for performing the lesson					
4	Take into account weather conditions and environmental factors when presenting the lesson					
5	Own different balls for all games that fit the number of students					
6	I have a first aid kit					
7	Buy safety and security factors					

Seventh: Calendar

T	Vertebrae	Big degree very	Big degree	Medium	Degree few	Degree few very
1	The curriculum is subject to continuous evaluation					
2	Adopt scientific methods when calculating					
3	Rely on skill, physical and psychological tests in the calendar					
4	Motivate and encourage students when taking the exam					
5	Take into account individual differences in the evaluation process					
6	View the students' calendar results					
7	Take weekly and monthly tests to see the progress of students					