

## The Extent of Applying Effective Teaching Skills in Teaching Physical Education

Mo'een Ahmad Oudat

Associate Professor Department of Sport rehabilitation, Faculty of physical education and sport sciences, Hashemite University, Jordan

### Abstract

This study aimed to identify to the extent of applying effective teaching skills in teaching physical education. The researcher employed the descriptive survey method, and the study population consisted of all the students in enrolled in physical education teaching methods course during the first semester of the academic year 2018/2019 (N=83). The study sample consisted of all the study population participants (100%). A 35-item questionnaire was constructed, specially designed for the effective teaching skills (classroom management, planning, teaching aids, implementation, and evaluation). The scientific coefficients of the study instruments were calculated through obtaining the content validity and reliability (0.91); the means, standard deviation, T-test and One Way ANOVA to obtain the differences of the means and answer the questions. The results showed statistically significant differences at the ( $P \leq 0.05$ ) level in the means of the effective teaching skills by gender, in favor of the males. There were statistically significant differences in the effective teaching skills, by academic years, in favor of the first year, and second years, respectively. The results further showed statistically significant differences in the effective teaching skills by academic department, in favor of the sport rehabilitation department.

**Keywords:** Physical education teachers; Skills; Effective teaching.



CC BY: [Creative Commons Attribution License 4.0](https://creativecommons.org/licenses/by/4.0/)

### 1. Introduction

Modern education sought for taking care of educational structure to be more harmonic and responsive to the rapid changes, and to train teachers to keep up with the accelerating scientific advancements, in order to implement the contemporary educational requirements (Abed Al Baqi *et al.*, 2011). In this globalization era, the tasks and roles of physical education teachers have become weightier. The teachers' readiness, mastery of their field of study, and responsibilities become the greatest asset to the realization of effective teaching and learning processes. Professional teachers are demanded to be ready and master either their field of study or the thorough design of their teaching and learning programs. Apart from that, the dynamics of the students' learning and teachers' guidance are the result of the teaching and learning activity manifestations in the classroom. For this reason, it is undeniable that the teachers should possess the knowledge, ability, and skills in applying accurate teaching methodologies and approaches. The professional teachers' competence should be combined with their abilities to comprehend the students' dynamic behavior and development, considering that more and more problems are arising in the physical education field (Nyak and Saifuddin, 2017).

Teaching in modern age depends on many scientific and educational bases, which all aim at the development and preparation of the students in all the physical, psychological, social and educational areas. Physical education is one of the humane studies oriented toward the development of the experiences of these areas, through learning physical skills that affect the teaching process to ensure its success (Oudat, 2015). Moreover, it is an important means to achieve the social development in the modern communities (D'oum and Anannza, 2012). And it is a worldwide professional task to which the teacher is committed through planning, implementation, and evaluation to help the learners achieve products of the instruction process. In addition, this task should be observable and measurable in order to improve its quality. And it is a human process endeavoring to achieve the planned goals beforehand; as planning plays an effective role in forming the balanced personality of the learner from all its physical, psychological, social and educational aspects (Al Dary and Al Haek, 2011; Goudas *et al.*, 2006).

Modern educational orientations appeared in the field of teacher qualification, which focused on the good teacher's properties, including the teaching behavior, verbal and applied interaction between the teacher and the student, and regulating the practical teaching plans (Halas, 2007). Physical education is deemed as one of the modern education aspects, and an integral part of it. And It is an application field, aiming at achieving the comprehensive development of both the individual and community of all their aspects, in a manner that guarantees the formation of the integrated learner's personality in terms of the physical, mental, emotional and social features; which could be realized by practicing a variety of physical activities that might be chosen based on well-studied scientific bases. Therefore, it is necessary to keep pace with the successive developments, to continue the building procedures, and advance through using modern teaching styles (Al-Wedyan, 2012; Yasin, 2012).

Effective teaching is an organized scientific effort based on the teacher-learner participation in meaningful and diversified educational experiences, through the active interaction between the surrounding environment and contributing to solve its problems (Abu Samor, 2015). In addition, it is not only related to goal achievement, but also the teachers should engage the physical education lesson in such an educational method that guarantees pleasure and

enjoyment of the physical education lesson time, and achieving both the motor and practical sides of the process (Oudat, 2016).

Effective teaching requires taking series of decisions based on the curriculum, the students and alignment between them, as well as effective planning and the use of aids supporting teaching (Ibrahim, 2010). The educational supervisor is the general supervisor in the educational process regulation and planning, to implement the curriculum and teach and train teachers on active teaching style, and high-quality teaching (Francesco *et al.*, 2019; Oudat and Altahayneh, 2014). The teacher is the cornerstone of the educational process, as he/she provides the students facts, concepts, rules, and directs them to the use of their mental, emotional and skill abilities. The teacher is capable to share his information and knowledge with his students, in an easy and understandable way. In this concern, the teacher's effectiveness is connected to certain characteristics, such as: ability in effective communication, providing the comfortable teaching environment, focuses on the students' teaching, provoking motivation, and regulating the teaching material (Young and Shaw, 1999).

Throughout the researcher's work in educational process and supervising the field training students, he noticed a shortcoming and fluctuation in applying the effective teaching skills (classroom management, planning, teaching aids, implementation, and evaluation). Therefore, the researcher made this study to identify to the extent of applying effective teaching skills in teaching physical education. The significance of this study rests in that it highlights the importance of applying the effective teaching skills, and teachers' possession of these skills; and identifying the effect extent of the (gender, academic year, academic department).

### 1.1. Objectives

- 1- Identifying to the extent of applying effective teaching skills in teaching physical education (Classroom Management, Planning, Teaching Aids, Implementation, and Evaluation).
- 2- Identifying the differences in the extent of applying effective teaching skills in teaching physical education, by the (gender, academic year, academic department).

### 1.2. Questions

- 1- What is the extent of applying effective teaching skills in teaching physical education (classroom management, planning, teaching aids, implementation, and evaluation)?
- 2- Are there statistically significant differences at ( $P \leq 0.05$ ) level in the extent of applying effective teaching skills in teaching physical education, by the (gender, academic year, and academic department)?

## 2. Methods

### 2.1. Participants

The researcher used a descriptive design using survey methodology due to its relevance to the nature of this study. The study population consisted of all the students in enrolled in physical education teaching methods course during the first semester of the academic year 2018/2019 ( $N=83$ ).

### 2.2. Variables

The independent variables of the study are; gender (male, female); academic year (first year, second year, third year, fourth year); academic department (Coaching and Sport Management, Sport Rehabilitation). On the other hand, the dependent variables are the effective teaching skills (classroom management, planning, teaching aids, implementation, and evaluation).

### 2.3. Instrument

A questionnaire about the effective teaching skills was constructed consisting of (35) items already distributed over five skills: (classroom management, planning, teaching aids, implementation, and evaluation). The questionnaire copies were distributed and collected in the education directorates during the period from Oct, 01, 2018 and Dec. 03, 2018, after obtaining the participants' consent in advance. The field-training students helped in the process of distributing and collecting the questionnaires. The researcher adopted the tripartite classification in measurement as follows: Mean (1.00-1.66): low level, percentage: (33.33%-55.33%), Mean (1.67-2.33): medium level, percentage: (55.67%-77.67%), Mean (2.34-3.00): high level, percentage (78.00%-100%).

### 2.4. Psychometric Properties

#### 2.4.1. Analyses

Data analyses were performed by using (The instrument validity was verified by presenting it to five specialists in physical education teaching field, who made certain comments, which the researcher carried them out after making the required amendments. The reliability coefficient was calculated using Cronbach's Alpha (0.91). And using (SPSS) to Descriptive statistics (i.e., M, SD, T-Test, and One-Way ANOVA) to answer the questions

## 3. Results

The results of the first question "What is the extent of applying effective teaching skills in teaching physical education (classroom management, planning, teaching aids, and implementation, and evaluation)?" Tables (1, 2, 3, 4, 5, and 6) illustrate this.

**Table-1.** Results of (M, SD, %) to the effective teaching skills concerning the classroom management skill

Item	M	SD	%	Level
Encourages order and accepts responsibility.	2.55	0.59	85.00	High
Committed to apply skills as per the teacher's guide.	2.40	0.57	80.00	High
Suitably divides the time during lesson period.	2.28	0.60	76.00	Medium
Takes into consideration the security and safety factors during teaching.	2.26	0.58	75.33	Medium
Observes implementation of the basic formations.	2.23	0.62	74.33	Medium
Encourages students to adhere to putting on the sports uniform.	2.22	0.54	74.00	Medium
Encourages the dialogue method.	2.10	0.56	70.00	Medium
Overall	2.29	0.58	76.33	Medium

The overall mean of the items of the classroom management skill was medium (2.29); and the items stating, "Encourages order and accepts responsibility", and "Committed to apply skills as per the teacher's guide", respectively, were in high level. And the rest of the items were in medium level.

**Table-2.** Results of (M's, SD's, %) to the effective teaching skills concerning the planning skill

Item	M	SD	%	Level
Explains the short and long-term teaching products.	2.50	0.57	83.33	High
Diversifies in the teaching plans and strategies.	2.31	0.52	77.00	Medium
Observes the different evaluation strategies plan.	2.26	0.58	75.33	Medium
Explains the teaching, cognitive, psychological and emotional products in the plan.	2.25	0.62	75.00	Medium
Explains the performance standards of the teaching productions.	2.24	0.58	74.67	Medium
Observes the time division of the plans according to the academic semester.	2.20	0.54	73.33	Medium
Sets plans that are compatible to the school abilities.	2.18	0.59	72.67	Medium
Overall	2.28	0.57	76.00	Medium

The overall mean of the items concerning the planning skill is medium (2.28). The item providing, "Explains the short and long-term teaching products", was with a high level. In this concern. And the rest of the items were in medium level.

**Table-3.** Results of (M, SD, %) to the effective teaching skills concerning the teaching aids skill

Item	M	SD	%	Level
Explains the importance of using the teaching aids.	2.38	0.57	79.33	High
Uses technology in teaching.	2.29	0.56	76.33	Medium
Provides abilities for the lesson.	2.27	0.60	75.67	Medium
Uses different pictures and shapes in teaching.	2.26	0.62	75.33	Medium
Engages the students in preparing the teaching aids.	2.24	0.59	74.67	Medium
Uses the various formations during teaching.	2.23	0.62	74.33	Medium
Encourages students to use the electronic means.	2.21	0.64	73.67	Medium
Overall	2.27	0.60	75.67	Medium

The overall mean of the teaching aids skill is medium (2.27). The item providing, "Explains the importance of the use of the teaching aids", came with high level. And the rest of the items were in medium level.

**Table-4.** Results of (M's, SD's, %) to the effective teaching skills concerning the Implementation Skill

Item	M	SD	%	Level
Links the information one with the other.	2.51	0.61	83.67	High
Diversifies in the student enhancement methods.	2.30	0.60	76.67	Medium
Implements the lesson parts properly.	2.27	0.57	75.67	Medium
Observes the individuals differences among the students.	2.21	0.56	73.67	Medium
Practices the regulatory aspects.	2.20	0.58	73.33	Medium
Works for the development of the students' responses.	2.16	0.60	72.00	Medium
Encourages the students to participate in implementing certain axes of the lesson.	2.15	0.57	71.67	Medium
Overall	2.26	0.58	75.33	Medium

The overall mean of the implementation skill is medium (2.26). The item providing, "Links the information one with the other", came with high level. And the rest of the items were in medium level.

**Table-5.** Results of (M's, SD's, %) to the effective teaching skills concerning the evaluation skill

Item	M	SD	%	Level
Uses different teaching evaluation methods.	2.36	0.57	78.67	High
Engages the students in the evaluation process.	2.26	0.55	75.33	Medium
Takes into account the lesson results in the evaluation tools.	2.24	0.61	74.67	Medium
Considers diversification in the evaluation process.	2.22	0.58	74.00	Medium
Evaluates the students seriously.	2.20	0.54	73.33	Medium
Encourages the students for self-evaluation.	2.17	0.62	72.33	Medium
Uses cognitive and applied exams.	2.15	0.58	71.67	Medium
Overall	2.23	0.58	74.33	Medium

The overall mean of the items concerning the evaluation skill was medium (2.23). The item providing, "Uses different teaching evaluations methods", was with high level. And the rest of the items were in medium level.

**Table-6.** Results of (M's, SD's, %) of the Effective Teaching Skills, Arranged in a Descending Order

Teaching Skills	M	SD	%	Level
Classroom Management.	2.29	0.58	76.33	Medium
Planning.	2.28	0.57	76.00	Medium
Teaching Aids	2.27	0.60	75.67	Medium
Implementation	2.26	0.58	75.33	Medium
Evaluation.	2.23	0.58	74.33	Medium
Overall	2.27	0.58	75.67	Medium

The effective teaching skills level was medium in all the skills, with a (2.27) mean and (75.67%) relative significance.

The results related to the second question "Are there statistically significant differences at ( $P \leq 0.05$ ) level in the extent of applying effective teaching skills in teaching physical education, by the (gender, academic year, and academic department)? Tables (7, 8, 9, 10, and 11) illustrate this.

**Table-7.** T Results of the effective teaching skills by Gender

Teaching Skills	Gender	M	SD	T	P
Classroom Management	Male	2.36	0.43	4.85	0.000
	Female	2.20	0.49		
Teaching Aids	Male	2.23	0.39	4.98	0.000
	Female	2.08	0.43		
Planning	Male	2.28	0.38	5.43	0.000
	Female	2.12	0.44		
Implementation	Male	2.27	0.40	5.00	0.000
	Female	2.12	0.41		
Evaluation	Male	2.25	0.40	5.00	0.000
	Female	2.10	0.46		
Overall	Male	2.28	0.36	5.86	0.000
	Female	2.12	0.40		

There were statistically significant differences at ( $P \leq 0.05$ ) level in the means of the effective teaching skills by gender, in favor of the males; as the calculated T Value was (5.86) with (0.000) significance level.

**Table-8.** T Results of the effective teaching skills by academic year

Teaching Skills	Academic Year	M	SD
Classroom Management	First Year	2.27	0.47
	Second Year	2.26	0.49
	Third Year	2.08	0.45
	Fourth Year	2.06	0.47
Teaching Aids	First Year	2.17	0.43
	Second Year	2.17	0.41
	Third Year	2.03	0.39
	Fourth Year	2.09	0.41
Planning	First Year	2.21	0.43
	Second Year	2.20	0.44
	Third Year	2.07	0.40
	Fourth Year	2.11	0.44
Implementation	First Year	2.20	0.41
	Second Year	2.21	0.42
	Third Year	2.08	0.38
	Fourth Year	2.12	0.47
Evaluation	First Year	2.18	0.44
	Second Year	2.18	0.46
	Third Year	2.06	0.41
	Fourth Year	2.08	0.48
Overall	First Year	2.21	0.44
	Second Year	2.20	0.44
	Third Year	2.10	0.41
	Fourth Year	2.10	0.45

Means and standard deviations of the effective teaching skills by academic year. To identify whether the differences between the means were statistically significant, the One-way-ANOVA analysis was employed. Table (9) shows this.

**Table-9.** ANOVA Results in the Effective Teaching Skills by academic year

Teaching Skills	Source of Variance	Sum of Squares	GI	Mean Squares	F	P
Classroom Management	Inter-Groups	2.32	3	0.77	1.23	0.025
	Intra-Groups	578.51	36	0.52		
	Total	580.80	39			
Teaching Aids	Inter-Groups	8.73	3	2.91	5.95	0.001
	Intra-Groups	452.38	36	0.48		
	Total	461.11	39			
Planning	Inter-Groups	8.08	3	2.69	5.34	0.001
	Intra-Groups	466.69	36	0.50		
	Total	474.77	39			
Implementation	Inter-Groups	7.66	3	2.55	5.47	0.001
	Intra-Groups	431.80	36	0.46		
	Total	439.46	39			
Evaluation	Inter-Groups	5.33	3	1.77	3.24	0.021
	Intra-Groups	506.19	36	0.54		
	Total	511.52	39			
Overall	Inter-Groups	6.42	3	2.14	4.79	0.003
	Intra-Groups	487.11	36	0.52		
	Total	493.53	39			

There were statistically significant differences at ( $P \leq 0.05$ ) level in the means of the effective teaching skills by academic year, as the calculated F value was (4.79) with (0.003) significance level. In order to identify the sources of the differences, Sheffe test was used for the post-comparisons. Table (10) illustrates this.

**Table-10.** Sheffe results of the post-comparisons in the effective teaching skills by academic year

Teaching Skills	M	Academic Year	First Year	Second Year	Third Year
Classroom Management	2.17	First Year		*	*
	2.17	Second Year		*	*
	2.03	Third Year			
	2.09	Fourth Year			
Planning	2.17	First Year		*	*
	2.17	Second Year		*	*
	2.03	Third Year			
	2.09	Fourth Year			
Teaching Aids	2.21	First Year		*	*
	2.20	Second Year		*	*
	2.07	Third Year			
	2.19	Fourth Year			
Implementation	2.20	First Year		*	*
	2.21	Second Year		*	*
	2.08	Third Year			
	2.18	Fourth Year			
Evaluation	2.17	First Year		*	
	2.18	Second Year		*	
	2.06	Third Year			
	2.17	Fourth Year			
Overall	2.19	First Year		*	*
	2.19	Second Year		*	*
	2.06	Third Year			
	2.16	Fourth Year			

There were statistically significant differences at ( $P \leq 0.05$ ) level in the means of the effective teaching skills, by academic year, and in the overall level. The preferences of these differences were in favor of the first year and second year, respectively.

**Table-11.** T Results of the effective teaching skills by academic department

Teaching Skills	Academic Department	M	SD	T	P
Classroom Management	Coaching and Sport Management	2.12	0.47	3.84	0.001
	Sport Rehabilitation	2.28	0.48		
Planning	Coaching and Sport Management	2.00	0.42	4.52	0.000
	Sport Rehabilitation	2.15	0.40		
Teaching Aids	Coaching and Sport Management	2.03	0.43	5.03	0.002
	Sport Rehabilitation	2.20	0.40		
Implementation	Coaching and Sport Management	2.03	0.41	4.96	0.000
	Sport Rehabilitation	2.20	0.40		
Evaluation	Coaching and Sport Management	2.00	0.44	4.87	0.000
	Sport Rehabilitation	2.18	0.43		
Overall	Coaching and Sport Management	2.04	0.43	4.64	0.000
	Sport Rehabilitation	2.20	0.42		

There were statistically significant differences at ( $P \leq 0.05$ ) level in the means of the effective teaching skills, by academic department. Calculated T value was (4.64) with (0.000) significance level, in favor of the Sport Rehabilitation Department.

#### 4. Discussion

Discussion of the results of the first question, "What is the extent of applying effective teaching skills in teaching physical education (Classroom management, Planning, teaching aids, Implementation, and Evaluation)?", which were presented in tables (1, 2, 3, 4, 5, and 6). The researcher ascribes the results to that the classroom management is the most important of all the effective teaching skills. These results are consistent with other studies that tackled this topic. Studies of [KOC \(2013\)](#) and [Husain \(2011\)](#) showed that teaching order and discipline and acceptance of responsibility help in delivering the lessons in a proper manner. This could be achieved by using the suitable methods, alertness and delicate observation to what takes place in the classroom, and through applying suitable strategies to face the behavioral problems that occur instruction process. [Al Motary \(2016\)](#) and [Rubio \(2009\)](#) provided that planning for teaching is the prior definition of the educational goals, teaching methods, providing the methods and activities in advance, and proper time distribution. In other words, the teaching products are clear, and the teacher has only to implement and be committed to application.



Study of Al -Haliq *et al.* (2014) emphasized that the teaching aids increase the students' interaction during the learning, and that diversifying the use of the activities and teaching aids provokes the students' learning eagerness. The results are also in agreement with Oudat and Altahayneh (2014), who provided that presenting the information in an interconnected manner contributes in displaying and implementing the lesson in a sequent and orderly way, and increases the effectiveness of the students' responses.

In this concern, the researcher concluded that the evaluation is an objective instrument, aiming at identifying the realization degree of the teaching process, revealing the shortcoming aspects, if any, and proposing the suitable means to enable the teacher perform the teaching tasks effectively and proficiently. The researcher is in agreement with Abed Al Baqi *et al.* (2011) in that evaluation process and correction are necessary, and must be performed on an ongoing basis, to support the strengths and treat the weaknesses. The researcher believes the physical education teacher's knowledge of the effective teaching skills are still below the required level, and that the employed procedures in the teaching process are routine. In this regard, he is in agreement with Husain (2011) that on it must be activate some skills the (proper planning, use of the teaching aids, and follow-up the implementation procedures and evaluation processes).

The field training supervisor also make frequent visits to the schools, and attend the classes with the teachers, to evaluate their performance and provide them the relevant professional skills. And he is burdened the planning process in accordance with the technical and educational methods to implement the curriculum. Field training students rely on his/her experience in learning the effective teaching means and styles, and he/she allows them chances to share at-the-site planning and implementation in the schools (Oudat and Altahayneh, 2014). He attributes this to the fact that first and second year students are more committed to implementing effective teaching skills. And the students of the Sports Rehabilitation Department are more serious and committed to implementing effective teaching skills.

Discussion of the results of the second question "Are there statistically significant differences at ( $P \leq 0.05$ ) level in the extent of applying effective teaching skills in teaching physical education, by the (gender, academic year, and academic department)? which were shown in tables (7, 8, 9, 10, and 11). The results of this question are in agreement with Jaber (2007) that the Males are more interested in applying effective teaching skills (for instance, taking care of the duties, administrative work and teaching abilities); and that the males are more capable than females in control during application and teaching. And they are further possessing more ability to employ new technology in teaching, especially in planning, teaching aids, implementation, and evaluation. The researcher agrees with Al Motary (2016) that, the first and second year students are more interested in organizing and applying effective teaching skills.

The results of the study further showed an interest of the sport rehabilitation department students in the effective teaching skills, and the tasks they continuously perform, including the classroom management, use of the different methods, and careful representation and performance evaluation. Moreover, the sport rehabilitation department students are also highly interested in implementing the effective teaching skills, to give a better image about the activities that them perform effectively. These results are consistent with those of the study of Oudat and Altahayneh (2014), that Students of the Sports Rehabilitation Department are more disciplined, and interested, and have more capable to use the effective teaching skills.

Finally, through the above data and discussion, it is clear that the effective teaching skills are the major factors in the success of the teaching process, throughout all the education stages. Further, they offer teaching activity and effectiveness through their proper presentation by the teacher, after being adequately prepared, and through keeping pace with the developments of the teaching aids, methods of teaching and ways of dealing with the students

## 4. Conclusions

- 1- There are statistically significant differences at ( $P \leq 0.05$ ) level in the means of the effective teaching skills, by gender, in favor of the males.
- 2- There are statistically significant differences at ( $P \leq 0.05$ ) level in the means of the effective teaching skills, by academic year, in favor of the first year and second year, respectively.
- 3- There are statistically significant differences in the effective teaching skills, by academic department, in favor of the sport rehabilitation department.
- 4- The levels of all effective teaching skills came at an intermediate level.

## Recommendations

The researcher recommended that it is necessary, to use effective teaching skills. And Work toward finding mechanisms and strategies to alleviate the difficulties facing the students at the university level. And amendment of the physical education curriculum so that it will include effective teaching skills.

## Limitations

The study has several limitations. First, bias existed due to the way the researcher chose the study sample. Second, the results are generalizable only to the target population and to the same setting (students in enrolled in physical education teaching methods course). Finally, the results of the study were based on perspective of the participants themselves. However, instrument of this study needs to be further developed and tested to a wider group of different subjects to figure out the wider and larger implications of its suitability and reliability, of the extent of

applying effective teaching skills in teaching physical education in a larger context. Therefore, further research is suggested to touch this issue.

## References

- Abed Al Baqi, M., Fareed, S., Abed Al Reda, H., Laekh, K. and Mohammad, S. (2011). The education skills for the teachers of physical education in the governorates of the middle euphrates. *Journal of Physical Education Sciences*, 4(3): 36-53.
- Abu Samor, M. E. (2015). *Skills of teaching effective and control of the curriculum*. the Dar Dejlal for Publishing and Distribution: Amman, Jordan.
- Al-Wedyan, M. A. (2012). *Difficulties that faced students in the faculties of physical education in yarmouk university in courses for swimming*. Unpublished Master Thesis, Yarmouk University, Jordan.
- Al -Haliq, M. A., Oudat, M. A. and Abu Al-Taieb, M. (2014). The effect of using video on developing physical fitness of physical education students at the hashemite university. *Asian Social Science, Canada*, 10(1): 21-27.
- Al Dary, A. and Al Haek, S. (2011). *Strategies teaching physical education based on life skills in the era of knowledge economy*. the National Library: Jordan.
- Al Motary, A. A. (2016). *The reality of the relationship between knowledge and application to the skills of effective teaching from the view of physical education teachers and the extent of their commitment to educational values from the view of their supervisors residing in the state of Kuwait*. Unpublished Master Thesis, University of Jordan.
- D'oum, H. and Anannza, J. (2012). The extent of carrying out the physical education curriculum by physical education for the basic stage teachers according to world measurement criteria from the perspective of school principals in Jordan. *Journal of Physical Education and Sport*, 12(1): 55 – 64.
- Francesco, S. G., Antonella, Q., Fabiana, P. and Mario, L. (2019). Assessing the impact of a physical education project based on games approach on the actual motor competence of primary school children. *Journal of Physical Education and Sport*, 19(3): 781-86.
- Goudas, M., Dermitzaki, E., Leondari, A. and Danish, S. (2006). The effectiveness of teaching a life skills program in physical education context. *European Journal of Psychology of Education*, 21: 429-38. Available: <https://link.springer.com/article/10.1007/BF03173512>
- Halas, D. D. (2007). *Contemporary vision in the principles general teaching, Afaq*. Palestine: Gaza.
- Husain, A. J. (2011). Evaluate the effectiveness of the areas of collective gaming curriculum in light of the overall quality and its relationship with the educational values, Dirasat. *Educational sciences*, 38(2): 2315-32.
- Ibrahim, M. A. (2010). *Modern trends in the teaching of physical education*. Foundation Warraq for Publishing and Distribution: Jordan.
- Jaber, A. A. (2007). *The principles of effective teaching between theory and application to teachers and the administrators of physical education for schools in irbid*. Unpublished Master Thesis, University of Jordan.
- KOC, E. M. (2013). Affective characteristics and teaching skills of English language teachers: Comparing perceptions of elementary, secondary and high school students. *Creative Education*, 4(2): 117-23.
- Nyak, A. and Saifuddin (2017). Developing a measurement tool of the effectiveness of the physical education teachers' teaching and learning process. *Journal of Physical Education and Sport*, 17(1): 127-34.
- Oudat, M. A. (2015). The Effect of Using Visual Aids on Teaching Volleyball Skills to Physical Education Students. *International journal of education research, USA*, 10(2): 22-30.
- Oudat, M. A. (2016). Challenges facing physical education teachers in the Jordanian public schools from perspective of the teachers themselves. *Advances in Physical Education, USA*, 6(2): 43-51.
- Oudat, M. A. and Althayneh, Z. (2014). The effect of educational supervision styles on performance effectiveness of physical education teachers in Jordanian, public schools from teachers' perspectives. *Majallat al-'Ulum al-Tarbawiyat wa-al-Nafsiyyat*, 15(2): 81-100.
- Rubio, C. M. (2009). Effective teachers – professional and personal skills. *Journal of the Faculty of Education of Albacete*, 24: 35-46. Available: <https://www.semanticscholar.org/paper/Effective-teachers-profesional-and-personal-skills-Rubio/f903cba80f6028993285873021e5005ea05d92cd>
- Yasin, I. (2012). *Difficulties that faced students in the faculties of physical education and sport in the practical aspects of gymnastics courses at the Islamic university*. Unpublished Master Thesis, Islamic University of Gaza.
- Young, S. and Shaw, D. (1999). Profiles of effective college and university teachers. *Journal of Higher Education*, 70(6): 670-86.