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Instruction in Physical Activity and The Perspectives of Physical Education Teachers in Ramadi Regarding the Most Effective Teaching Methods

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ABSTRACT

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Teacher effectiveness (TE) is described as a collection of tactics used by the educator to facilitate the multifaceted growth of pupils. The efficacy has often been assessed by students, department heads, or parents, rather than by one of the essential components of the educational process, the teacher. This research aims to analyse the self-evaluated teaching efficiency of Physical Education (PE) instructors in the Diwaniyah Governorate, examining variations based on the teacher's gender and the location of the institution. Marked disparities were seen in the scores of both the questions and the dimensions of the questionnaire, concerning characteristics such as gender and the location of the centre. We identified concerning metrics related to technology utilisation and the assessment of educators and learners; hence, these results should prompt the initiation of new strategies aimed at enhancing pedagogical efficacy based on the educational setting. This study serves as a first step in analysing the perspectives and requirements of the teaching profession from the perspective of a physical education teacher in Diwaniyah Governorate.

1. Introduction

Education is a systematic and structured procedure used to achieve intended modifications in an individual's behaviour. In general education, teaching is characterised as a deliberate, structured, and methodical arrangement of learning. Learning is the process of acquiring particular information, abilities, and habits. Physical education is described as a process wherein a person acquires optimum mental, physiological, and social competencies and fitness via engagement in physical exercise (Demiral & Nazıroğlu, 2024:136).

The assessment of instructional efficacy in educational fields like sport pedagogy continues to be a significant emphasis. Given the multitude of factors influencing learning, educators must possess the ability to use many instructional strategies to meet the needs of their pupils. Kulinna and Cothran (2003) proposed that using several teaching styles is a successful pedagogical practice in physical education. The Iraqi physical education curriculum was revised by the Ministry of Higher Education for elementary and high schools in 2016, and for secondary schools in 2018 (Neamah et al., 2024:25).

The curriculum renewal is a reform initiative within the Iraqi education system aimed at enhancing quality and modernising education. Which is vital for survival and success in our swiftly evolving environment. The new primary curriculum, grounded on the constructivist paradigm as well as multiple intelligence theory, has significantly transformed schools, in contrast to the previous curriculum, which was mostly influenced by behaviourist principles (Salih et al., 2021:132).

The efficient physical education curriculum directly aims to cultivate a physically active lifestyle. It does this by offering an educational program designed to facilitate the development of the skills, knowledge, and attitudes necessary for the intentional engagement in moderate to strenuous physical exercise (Fathe et al., 2022:163).

Research studies have yielded extensive insights into the attributes of good teaching; yet, few researchers have investigated how teachers themselves define excellent teaching. Teachers' self-assessment of their efficacy will fundamentally influence their actions, prompting academics to further investigate the subjective opinions of educators (Mustafa, 2024:12).

This research aimed to analyses PE teachers' self-reported perspectives in Ramadi Governorate on several teaching methodologies and the Iraqi physical education curriculum, as well as to explore gender disparities in the selection of teaching techniques.

2. Aim Of the Research

This research aims to investigate the self-reported teaching efficiency of physical education instructors in Al-Ramadi, examining variations based on gender and the location of the centre, while also assessing the reliability of the questionnaire's dimensions. This research will enable the various educational administrations to formulate action plans tailored to the unique requirements of teachers, taking into account their individual features and those of the institutions where they perform their professional duties. It was hypothesised that the self-evaluated teaching efficacy of Physical Education instructors in Al-Ramadi varies by gender and school location, indicating that the elements of the questionnaire used for this evaluation are reliable.

3. Literature Review

Education is a crucial determinant in the development of civilisations and nations globally, having been a primary focus of study since the mid-twentieth century. The role of the teacher is a crucial factor in the qualitative advancement of the population; thus, ongoing assessment and enhancement of their professional performance promote optimal outcomes in educational quality and the nation's future. Teacher assessment is described as a systematic and obligatory procedure aimed at measuring teaching proficiency (Hashem & Reja, 2020:142). Adhering to three essential principles :

1. Preserving equilibrium between formative and summative objectives of their assessment ;
2. Clarifying assessment criteria and assessing instructors' performance via the use of diverse technologies.
3. Engaging both internal and external assessors (Allami et al., 2017:89).

Similarly, self-assessment procedures are integrated inside the evaluation, enabling the identification of teaching ability and effectiveness, hence facilitating choices and methods for self-improvement. Moreover, an exceptional educator would adeptly simplify instruction to enhance student comprehension, so facilitating learning despite challenges such as class size or budgetary limitations. Teaching effectiveness is characterised by the actions undertaken by the educator throughout the instructional process that facilitate student development in cognitive, emotional, and psychosocial domains (Jawad et al., 2023).

Numerous prior studies have shown its critical significance in the educational setting, since effective teaching facilitates and enhances student learning. Similarly, the efficacy of instruction and the degree of teacher competency are closely linked to the execution of the curriculum. In this context, self-evaluation used in teacher assessment enables educators to evaluate their competence and effectiveness, facilitating informed choices for self-improvement. Moreover, the advantages emphasised by other studies regarding self-assessment include granting teachers agency and oversight over their professional growth, enabling them to identify the strengths as well as weaknesses of their methodologies (Yıldızer & Munusturlar, 2021:628).

It can facilitating the formulation of an improvement plan, thereby promoting ongoing pedagogical development, and allowing for the execution of such assessments at their discretion, in terms of timing, location, and frequency. The objective of Physical Education (PE) is to foster physical, mental, emotional, social, and intellectual growth via school-based physical exercise. Physical Education (PE) has significant potential to foster lifelong commitment to physical activity. Given the motivating factors of physical education participants, it is crucial to foster engagement in physical activity and advocate for good exercise practices among them (Nopembri, 2017:26).

Physical education instructors have a crucial role in fulfilling curriculum goals, using scientific and pedagogical expertise in sports, overseeing the development of the sports movement, and engaging with local stakeholders, including parents. In this regard, many tests have been created that provide self-assessment tools for physical education instructors; nevertheless, they lack measures concerning validity and reliability. The SETEQ-PE offers physical education instructors a valid, reliable, and user-friendly self-assessment instrument, comprising six thematic units that encapsulate fundamental components of effective teaching and

furnish a theoretical framework for educators to evaluate the extent of implementation of certain core teaching practices (Fletcher, 2012:380).

Al-Ramadi is a community in Iraq that exhibits distinct economic, geographic, and demographic traits, resulting in a modest socio-economic lag compared to other Iraqi regions, with a poverty risk 10 percentage points below the national average (21.7% versus 32.3%). Significant geographical disparities exist, since metropolitan regions concentrate the majority of economic activity, jobs, infrastructure, and services, hence housing most of Extremadura's inhabitants (McFlynn, 2018:362).

In certain instances, rural areas exhibit a population density of fewer than 10 inhabitants per km², resulting in inadequate quality of life as well as social welfare services. Consequently, residents are compelled to relocate to urban or more developed municipalities to access improved socio-economic opportunities and fulfil their basic needs for essential services, such as healthcare and education. Consequently, examining how Ramadi, considering its socio-economic characteristics, conducts professional activities across several sectors, like as education, might be very relevant (Capel, 2005:128).

3.1 Physical Education in Developed Countries

The efficacy and calibre of restructured physical education programs in advanced countries such as the USA and Japan have seen favourable trends in student fitness and participation. A 2019 research by Dzewaltowski in the USA revealed those schools using technology, including fitness trackers and interactive applications, had a 15% rise in student physical activity with a 10% enhancement in overall fitness levels. Japan's recent physical education programs, using modern digital technologies for performance monitoring, have resulted in a 20% rise in student involvement in physical activities and a significant improvement within physical fitness (Jessani, 2018:180).

These programs demonstrate an increasing focus on using technology to improve physical education results. These enhancements highlight the efficacy of updating physical education to more effectively engage students and foster healthier lives. Canada and Australia have shown significant advancements. A 2020 research by Faulkner in Canada indicated that the integration of wearable technology and immersive environments in physical education resulted in an 18% increase in student engagement and a 12% enhancement in fitness levels. In Australia, the use of digital technologies in physical education programs led to a 15% rise in student activity levels and a notable improvement in general fitness (Gunderson & Oreopolous, 2020:26)

These improvements demonstrate the efficient use of technology to improve physical education results, promoting increased student engagement and enhanced health indicators. Recent developments in physical education in Germany have been characterised by the integration of modern sports technology, resulting in a 17% rise in student involvement and a 13% enhancement in fitness results, according to Schneider (2021). In a similar vein, a 2022 research by Dupont (2022) found that physical education programs in France that use virtual reality & interactive platforms had increased student engagement by 14% and improved fitness levels by 12%. These examples illustrate how advanced economies are using state-of-the-art technology to enhance the efficacy of physical education and promote student health (Gunderson & Oreopoulos, 2024:398).

In Switzerland, contemporary physical education programs using novel digital tools and interactive technology have shown notable enhancements, including a 19% rise in student engagement and a 14% improvement in fitness results, as reported by Muller (2022). A 2023 research by van der Meer indicates that in the Netherlands, the integration of technology in physical education, including motion-capture devices and interactive fitness applications, has led to a 16% increase in student involvement and a 12% enhancement in fitness levels. These examples demonstrate the effective use of new technology in wealthy nations to improve physical education and foster student wellness (Garcia, 2019:45).

3.2 Physical Education in Developing Countries

In emerging economies, the effects of physical education programs differ, with significant enhancements shown in some areas. In Kenya, new changes integrating fundamental technologies have led to a 12% rise in student participation in physical activities, as reported in a 2021 research by Njenga. In India, the use of affordable digital technologies has resulted in a 15% rise in student engagement and a 10% enhancement in physical fitness levels, (Al-Worafi, 2023:19).

These projects underscore the capacity of technology to augment physical education, especially in resource-constrained environments. The effective execution of these initiatives illustrates the beneficial influence of incorporating technology into physical education in emerging countries. A 2022 research by Lima indicates that in Brazil, the use of fundamental digital technologies has resulted in a 14% rise in student involvement and an 11% enhancement in fitness results. Recent changes in Mexico that integrate affordable exercise technology have led to a 16% rise in student involvement and a 13% enhancement in physical fitness levels, (Oplatka, 2018:145).

These examples demonstrate how even little technology breakthroughs may profoundly influence physical education programs in underdeveloped nations, enhancing student health as well as activity levels. The use of electronic educational resources and fitness trackers in Indonesia's physical education programs has resulted in a 12% rise in student involvement and an 8% enhancement in fitness results, (Lim, 2020:129).

Research by Rivera on 2022, indicates that the use of cost-effective digital fitness solutions in the Philippines has led to a 14% increase in student engagement and a 10% improvement in physical fitness. These advancements exemplify the beneficial influence of technology on physical education initiatives in emerging countries, showcasing enhancements in student engagement and fitness levels despite constrained resources.

3.3 The Physical Education Programs in Iraq

Ahmed, Khan, and Younis (2020) assessed the effects of destruction to infrastructure on physical education programs in Iraqi schools during combat. Employing a mixed-methods approach, they integrated qualitative conversations with educators alongside quantitative on-site evaluations to collect data. The survey indicated that several schools had significant damage to their physical education infrastructure, including shattered equipment and non-functional gymnasiums (Mustafa, 2024:13).

The deficiency of resources, including sports equipment and instructional materials, substantially obstructed the provision of physical education. Educators indicated challenges in delivering effective education owing to these limitations. The results emphasised the urgent need

for global assistance to restore and renovate physical education infrastructure. Recommendations emphasised the need of prioritising infrastructure improvements and enhancing teacher training to guarantee optimal program execution (Sadik, 2024:118).

The research also proposed forming alliances with foreign organisations to get financing and resources. This funding would restore physical education programs to a working condition and improve the overall quality of instruction. By tackling these architectural obstacles, schools may more effectively fulfil the physical education requirements of their pupils and encourage healthier lives. Hassan and Al-Saleh (2019) performed a qualitative research using focus groups involving educators and school officials to ascertain the obstacles to the implementation of physical education programs in post-conflict Iraqi schools (Neamah et al., 2024:25).

The investigation revealed several substantial obstacles, including widespread safety issues stemming from persistent instability, limited financial resources, and insufficient teaching materials. Educators voiced dissatisfaction with inadequate facilities and equipment, which hindered their capacity to provide effective physical education. Concerns surrounding safety also resulted in reluctance among students & parents to engage in physical activities (Salih et al., 2021:32).

The survey emphasised that several schools had difficulties in sustaining consistent physical education sessions among these problems. The researchers advocated for the establishment of community-based initiatives to provide local assistance and funding for physical education programs. They proposed involving local stakeholders and using community resources to provide a more sustainable and encouraging environment for physical education. By promoting community engagement, schools might alleviate some obstacles and enhance the efficacy of their programs (Al-Janabi & Urban, 2011:95).

Ali and Karim (2021) surveyed 150 Iraqi schools quantitatively to assess new physical education curriculum. Their research examined how various curriculum affected student involvement and fitness. While the new curriculum were largely well-received and useful, many schools still struggled with equipment shortages. Teachers said a shortage of physical education equipment made it hard to apply the courses. The analysis found a discrepancy between school resources and projected improvements. To ensure schools acquire resources in a methodical way, the researchers suggested a phased equipment distribution plan (Salih et al., 2021:34).

This method would integrate equipment availability with the new curriculum, improving physical education programs. Equitable equipment access would increase implementation and student results. A study examined how Iraqi physical education instructors changed their courses in crisis zones. The research investigated how well these adjustments sustain student interest and learning. Flexible teaching strategies, such as adapting activities to available resources, enhanced student involvement and engagement. The research also found that instructors require continual professional development to execute these modifications (Neamah et al., 2024:26).

Many instructors lacked the training to change courses and use new methodologies. The researchers suggested ongoing professional development for teachers to improve curriculum adaption abilities. These initiatives would help instructors overcome obstacles and improve PE teaching. Teacher training helps schools meet student needs and improve physical education. A longitudinal research by Mahmoud and Ibrahim (2021) examined student involvement and physical health after Iraqi schools rebuilt physical education programs (Mustafa, 2024:11).

Their study examined how these programs affected student involvement and fitness over time. With proper assistance, student involvement and physical health improved significantly. The research also found that variable support and resource availability make continuing these initiatives difficult. The researchers advised partnering with NGOs to give ongoing assistance and resources for long-term success. These alliances might maintain programs and fill resource shortfalls. Continuous support helps schools improve their physical education applications, improving student results and long-term benefits. Hussein (2023) examined how community engagement affects post-conflict Iraqi school physical education programs. The research examined how local community participation affects physical education programs (Al-Worafi, 2023:19).

Local community-based activities improved student involvement and sustainability. Community-driven initiatives increased funding and support, improving program results. The researchers suggested local design and implementation of physical education programs to gain community support. Local stakeholders can help schools and solve some of their problems. Schools may increase physical education program efficacy and sustainability by encouraging community engagement. Najim and Shams (2023) reviewed policies and interviewed stakeholders to determine how policy affects physical education programs in postconflict Iraqi schools (Al-Janabi & Urban, 2011:99).

The research examined how policy affects physical education implementation and effectiveness. Coherent and supportive policies were essential for physical education program restoration. The research found policy design and implementation shortcomings that hampered physical education initiatives. To encourage physical education and maintain consistency, experts advised creating clear, long-term policy (Salih et al., 2021:36).

4. Materials and Methods

The sample included 255 physical education instructors from rural and urban public schools, as shown in Table (4, 1), affiliated with the Community of Physical Education in Diwaniyah. The teachers had an average teaching experience exceeding 20 years (SD = 7.5) as well as an average age of 44 years (SD = 6.1). All participants were selected via a non-probability convenience sampling procedure.

Variables	Categories	Sample Size	Percentage %
Gender	Male	125	49%
	Female	130	51%
Studies Completed	Teacher Training PE	776	30%
	Physical Activity and Sport Science	119	45.9%
	Both	61	24.6%
Teaching specific	Primary School	112	45%
	Secondary/High School	143	55%

Center Environment	Rural	114	46 %
	Urban	143	54%
		Mean	SD
Teaching experience in years	Male	**18.50**	**6.12**
	Female	15.98	7.63
Age	Male	42.13	4.3
	Female	46.02	5.89

Table (4,1): Analysed data distribution (n = 255)

A concise questionnaire including six enquiries was developed to gather the sociodemographic characteristics of the sample: gender, educational attainment, institutional setting, field of study, age, and years of experience. For this study, we employed the SETEQ-PE questionnaire to collect data on how the assessed sample of physical education teachers felt about their own effectiveness in the classroom. This scale has 25 items categorised into 6 factors: (1) Learning environment (5 items), pertaining to the educator's capacity to facilitate personalised physical, cognitive, and emotional development of students within a conducive and secure setting; (2) Student as well as teacher assessment (5 items), which includes aspects related to the evaluation techniques employed to appraise the instructional process; (3) Application of physical education content (4 items), pertaining to the objectives selected by the teacher to align with the students' goals; (4) Utilisation of technology (4 items), encompassing the teacher's use of video, voice recorders, and computers, as well as students' internet research; (5) Teaching strategies (3 items), evaluating components of the instructional framework in relation to lesson objectives and student needs.

This is including teaching styles, formats, interaction patterns, and Each item is evaluated on a Likert scale from 1 to 5, where 1 signifies "strongly disagree" and 5 indicates "strongly agree". The authors achieved an overall reliability value of 0.87 (Cronbach's Alpha) for the scale, with coefficients above 0.70 in each dimension of the questionnaire.

To save expenses and facilitate the distribution of surveys, it was determined to use Google Forms for the creation of a questionnaire including sociodemographic enquiries, alongside an assessment instrument for assessing and understanding self-assessments of teacher effectiveness in physical education. The statistics were gathered from January to March 2025. The sample was acquired by querying the database containing public educational institutions at the Diwaniyah Governorate and extracting the contact details for schools and institutes providing basic and secondary education.

The Statistical Package of Social Sciences (SPSS) was used to analyse the collected data. Cronbach's Alpha was used to assess the dependability of the instrument throughout its dimensions. The Kolmogorov–Smirnov test was used to assess the normality assumption of the variables, which was found to be unfulfilled; hence, nonparametric tests were utilised. The disparities among the various questions and components of the questionnaire based on sex and centre location were examined with the Mann–Whitney U test. In conclusion, Cronbach's alpha was used to assess the reliability of every single aspect of the instrument.

4.1 Results

Table (4, 2) presents the descriptive data for all items, together with the differences assessed by gender and centre location. Significant gender differences were identified in the first three questions of the questionnaire (pertaining to the "learning environment" dimension); item 9; all items within the third and fifth dimensions; and in three of the four items constituting the fourth and sixth dimensions of the scale. Correspondingly, substantial disparities were seen across all questionnaire questions concerning the center's location, with the exception of three items (items 24, 18, and 17). The correlation in the tables below is significant at the ** $p < 0.01$; * $p < 0.05$.

	Gender				Centre Location		
Items	Total	Female	Male		Rural	Urban	
	M	M	M		M	M	
	(SD)	(SD)	(SD)	*P*	(SD)	(SD)	*P*
Learning environment							
1. Do you tailor your instruction to ensure that each student enhances their emotional and social development?	4.09 (0.81)	3.82 (0.81)	4.37 (0.71)	<0.01 **	3.73 (0.66)	4.37 (0.82)	<0.01 **
2. Do you customise your instruction to ensure that each student improves their kinetic abilities?	4.00 (0.66)	3.82 (0.42)	4.19 (0.79)	<0.01 **	3.80 (0.63)	4.17 (0.64)	<0.01 **
3. Do you tailor your instruction to ensure cognitive enhancement for each student?	4.19 (0.65)	4.00 (0.71)	4.39 (0.51)	<0.01 **	3.90 (0.61)	4.42 (0.59)	<0.01 **
4. Is the safety of students (physical, emotional, social) assured throughout the lesson?	4.49 (0.70)	4.50 (0.63)	4.48 (0.78)	0.59	4.19 (0.73)	4.72 (0.59)	<0.01 **
5. Do you adjust your lesson plan to guarantee student enthusiasm,	4.58 (0.51)	4.55 (0.52)	4.60 (0.51)	0.39	4.48 (0.52)		

advancement, and safety?							

Table (4,2): Descriptive data and variations in SETEQ-PE questionnaire questions according to Learning environment.

	Gender				Centre Location		
Items	Total	Female	Male		Rural	Urban	
	M	M	M		M	M	
	(SD)	(SD)	(SD)	*P*	(SD)	(SD)	*P*
Student and teacher assessment							
1. Do you tailor your instruction to ensure that each student enhances their emotional and social development?	4.08 (0.82)	3.83 (0.83)	4.31 (0.75)	<0.01 **	3.62 (0.66)	4.41 (0.87)	<0.01 **
2. Do you tailor your instruction to ensure that each student improves their kinetic abilities?	4.01 (0.71)	3.90 (0.44)	4.21 (0.69)	<0.01 **	3.78 (0.71)	4.19 (0.71)	<0.01 **
3. Do you tailor your instruction to ensure cognitive advancement for each student?	4.21 (0.69)	4.06 (0.73)	4.41 (0.6 1)	<0.01 **	3.89 (0.82)	4.32 (0.68)	<0.01 **
4. Is the safety of students (physical, emotional, social) assured throughout your instruction?	4.51 (0.72)	4.72 (0.59)	4.56 (0.61)	0.61	4.22 (0.68)	4.81 (0.62)	<0.01 **
5. Do you adjust your lesson plan to guarantee student enthusiasm, advancement, and safety?	4.64 (0.49)	4.68 (0.58)	4.64 (0.50)	0.41	4.49 (0.59)	4.71 (0.48)	<0.01 **

Table (4,3) : Descriptive data and variations in SETEQ-PE questionnaire questions according to Student and teacher assessment

	Gender				Centre Location		
Items	Total	Female	Male		Rural	Urban	
	M	M	M		M	M	
	(SD)	(SD)	(SD)	*P*	(SD)	(SD)	*P*
Application of the content of PE							
1. Do you instruct on the strategies, rules, and regulations of educational and sports games?	4.75 (0.53)	4.49 (0.79)	4.73 (0.42)	<0.01 **	4.59 (0.66)	4.41 (0.51)	<0.01 **
2. Do you include topics such as diet, obesity, smoking, substance abuse, and strategies into your instruction?	4.29 (0.69)	4.31 (0.42)	4.41 (0.79)	<0.01 **	4.19 (0.69)	4.51 (0.79)	<0.01 **
3. Do your pupils gain information and skills from other disciplines (e.g., Language, Mathematics, Geography, and History) throughout the lesson?	3.79 (1.01)	3.46 (0.82)	4.31 (1.09)	<0.01 **	3.62 (1.01)	3.92 (1.05)	<0.01 **
4. Do you instruct in methods (e.g., skills, physical fitness, etc.)?	4.56 (0.85)	4.63 (0.56)	4.76 (0.61)	<0.0.0 *	4.22 (0.68)	4.86 (0.41)	<0.01 **

Table (4,4) : Descriptive data and variations in SETEQ-PE questionnaire questions according to Student and teacher assessment.

The Table presents the results achieved in the questionnaire dimensions categorised by gender and centre location. Upon examining the gender variable, all variables exhibit substantial differences, with the exception of the second variable, "student and teacher evaluation."

Furthermore, the disparities are significant across all dimensions when examining the center's position, with the exception of the last one.

We conducted the computations similarly, using a mix of technology utilisation, pedagogical techniques, and lesson execution. Upon evaluating these criteria, we generated a new table that displays the scores achieved in the aspects of the questionnaire based on gender and the location of the centre. Upon examining the gender variable, most variables exhibit substantial differences, with the exception of the second variable, "student and teacher evaluation." Moreover, the disparities are significant across all dimensions when examining the center's position, with the exception of the last one.

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Dimensions	M(SD)	Female	Male	*P*	Rural	Urban	*p*
Learning Environment	4.26 0.51	4.17 0.54	4.60 0.51	<0.01 **	4.03 0.45	4.47 0.59	<0.01 **
Student/Teacher Assessment	3.11 0.79	3.22 0.81	3.01 0.93	0.12	2.81 0.81	3.41 0.9	<0.01 **
Application of the content of PE	4.41 0.53	4.27 0.51	4.61 0.63	<0.01 **	4.03 0.51	4.50 -0.65	<0.01 **
Use of Technology	3.19 0.70	2.91 0.81	3.42 0.71	<0.01 **	3.23 0.81	2.98 0.82	0.03 *
Teaching Strategies	4.12 0.71	3.71 0.59	4.42 0.65	<0.01 **	3.91 0.51	4.36 0.78	<0.01 **
Lesson Implementation	4.73 0.57	4.43 0.48	4.56 0.53	<0.01 **	4.62 0.40	4.51 0.53	0.71

Table (4,5) : Variations in SETEQ-PE dimensions based on gender and geographical location of the centre. The correlation is significant at the ** $p < 0.01$; * $p < 0.05$.

Item	Cronbach's Alpha
Learning Environment	0.85
Student/Teacher Assessment	0.83
Application of the content of PE	0.82
Use of Technology	0.86
Teaching Strategies	0.79
Lesson Implementation	0.83

Table (4,6) : Reliability coefficients of the questionnaire dimensions

4.2 Discussion of The Result

This research was initiated to address the need of comprehending the present status of self-evaluation in teaching effectiveness, particularly in Physical Education, within the Community of the Diwaniyah Governorate. To accomplish this objective, the SETEQ-PE questionnaire was utilised to assess whether these educators possessed the capability to establish an effective learning environment, evaluate their performance appropriately, apply subject matter accurately, integrate technology to enhance their instruction, devise teaching strategies, or guide students during their sessions.

The findings concerning the learning environment indicate that the vast majority of educators personalise their instruction while maintaining student safety. The findings align with those of Tulyakul and his colleagues, who investigated potential variations in this domain based on the duration of teaching experience. Consequently, the favourable outcomes achieved in this research may be contingent upon the considerable expertise of the instructional personnel. Omare and his colleagues have previously asserted that more experienced instructors are more adept at adapting to new educational trends.

When examining gender, men educators exhibit superior performance compared to their female counterparts, maybe attributable to the more pronounced impact of teaching experience on the efficacy of female instructors, since male educators possess a bigger accumulation of experience. The findings about the center's location align with the research of Zheng and colleagues, indicating that urban educators perceived more efficacy than their rural counterparts.

Concerning evaluation matters, educators exhibit ordinary values, and it is noteworthy that the majority do not contemplate incorporating other teaching colleagues in their assessments, notwithstanding student participation. Almutairi and Shraid observed that subjectivity, bias, and ambition for promotion may undermine the precision of peer assessment. Conversely, some study indicates that teachers' self-evaluations align with those conducted by their superiors; however, this contradicts results from other studies that suggest instructors' self-assessments result in inaccuracies or overestimations.

Furthermore, due to students' propensity to overestimate their instructors, it is crucial to use care while analysing their assessments. No substantial variations were seen in the second dimension regarding the gender variable, while prior study indicated disparities based on the sex of the instructors in their self-assessment of effectiveness. Consistent with other research, we have revealed that educators in urban schools assess their teaching efficacy and assessment techniques as superior to those of their rural counterparts.

Regarding the facet pertaining to the implementation of PE curriculum, instructors report very favourable outcomes in their self-evaluation. This phenomenon may stem from the prevalence of innovative material disseminated online, which amalgamates components of dance, aerobics, and physical fitness. Nonetheless, there is a tendency towards instructional methods that prioritise problem-solving in real-world contexts, diverging from the execution of particular technical skills.

The findings concerning gender do not align with those of Block and his colleagues, who found no disparity amongst instructors based on gender. Nonetheless, some publications see the teacher's gender as a significant component in the implementation of physical education material and its influence on attending pupils. Our findings suggest elevated ratings in urban centres about the center's location. Existing literature indicates that students in rural schools exhibit a decline in interest in physical activity as they mature, primarily due to the limited availability of sports programs and inadequate facilities, which are essential for promoting physical activity in rural populations, thereby hindering the implementation of the subject's content.

The incorporation of technology throughout physical education programs has been extensively researched in recent years . The instructors have achieved average marks on the items within this dimension. The incorporation of technology in physical education is closely linked to the prior and ongoing training of educators in information and communication technologies. Moreover, the integration of technology in educational institutions is essential owing to its many capabilities and significant enhancements it brings to learning. Nonetheless, several educators deem its implementation unfeasible owing to the limited allocation of the available funds.

The results on gender factors are unprecedented, since prior study had not identified substantial disparities between the sexes until now. Teachers in rural centres get superior marks compared to their urban counterparts when examining the disparities in the location of the centre. Howley and colleagues found that educators in rural areas had higher positive views towards technology. Furthermore, the efficacy of its integration is much greater in rural regions. Regarding the dimension of teaching tactics, the physical education instructors at the Diwaniyah Governorate achieved superior self-assessments, contrasting with findings from several research conducted in other countries.

Sirinkan and Gündoˇgdu revealed that Turkish physical education instructors mostly used command and practice methodologies in their instruction, similar to educators in Northern European nations. Consequently, it is advised that tailored teaching techniques be developed for each curriculum area of physical education, ensuring that the course's learning goals are congruent with these tactics. Research and prior studies indicate that female educators consider the command style to be the most effective for enhancing student learning. Furthermore, urban educators indicated superior performance compared to their rural counterparts.

Jovanović and Minić previously reported same findings, noting a narrower variety of techniques among rural educators. Finally, the results derived from the last dimension of the questionnaire are outstanding. Nonetheless, other issues impede the execution of educational goals, including instructor inexperience, insufficient professionalism, attire, and constraints related to resources and space. Previous studies did not identify any gender disparities in the execution of essential competences during physical education programs, in contrast to this study. Similarly, no changes were seen when analysing the changing position of the centre.

Conclusions

This research reveals that Physical Education instructors at the Diwaniyah Governorate possess a favourable self-assessment of their pedagogical efficacy across four of the six characteristics outlined in the questionnaire. Males generally rated their teaching efficacy and evaluation techniques more favourably than females, as did instructors in urban compared to rural settings. The findings suggest the training and facilitation requirements for implementing two methods: teacher and student assessment, and the utilisation of technology. The scores in the dimension “Student/Teacher Assessment” along with “Use of Technology” were marginally lower than those of other study subgroups; thus, it may be essential to implement measures and initial as well as ongoing training programs to facilitate the application of innovative evaluation tools and specialised content in physical education that incorporates new technologies. The assessment of teaching efficacy is crucial for the whole educational process, since it directly influences students' learning and growth. This is particularly significant due to the potential of physical education to foster good lifestyle habits, promote physical exercise, encourage environmental stewardship, facilitate cooperative endeavours, enhance problem-solving skills, and address nutritional considerations.

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