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Building a harmonic behavior scale for physical education teachers from the point of view of their principals and its relationship to the quality of teaching skills in Maysan governorate

Riyadh Saihood Hashim

Abstract

The current research aims to build and standardize the harmonic behavior of physical education teachers in the Directorate of Maysan Education, as well as to identify the correlation between harmonic behavior and the quality of teaching skills of teachers of physical education in the Directorate of Maysan education, and the research community are teachers and teachers of physical education in the Directorate of Education Maysan The number was (167) teaching and they represent (67) preparatory and secondary schools, and was built a measure of harmonic behavior and the adoption of the scale of quality of teaching skills (Sadiq Ibrahim Abdullah) and reached the following conclusions that the harmonic behavior scale has the ability to measure what was set for it For teachers of physical education, there are different levels of harmonic behavior for teachers of physical education and this is a natural result as the research sample has been distributed within the KAOS curve as well as a positive correlation between harmonic behavior and the quality of teaching skills.

Keywords: harmonic behavior, physical education, teaching, Maysan

Introduction

Harmonic behavior is one of the important concepts in psychology, as the latter aims directly to study human behavior and its compatibility with the environment in which he lives. Her position and the mechanisms of his compatibility that he learns are his usual responses that he walks on to satisfy his needs and motives and relieve his tensions ” (Abdullah, 1988) ^[1]. The physical education teacher is the cornerstone of this, and in order to be able to succeed in achieving his goals, he must be consistent in his behavior and dealing with the school administration, his fellow teachers and students, as well as having the necessary teaching skills to implement the lesson correctly and creatively, and hence the importance of research in investigating levels of harmonious behavior For male and female teachers of physical education and observing its relationship to the quality of teaching skills, as well as building a scale for teachers' harmonic behavior.

Research problem

In view of the field researcher's knowledge of the reality of the physical education teacher's work, he found that there are a number of obstacles and problems that teachers go through, including those related to administration, technical and other social, and this was reflected on the consensual behavior of physical education teachers. Improving the level of sports activity in schools by building a scale of harmonic behavior for teachers of physical education in an accurate scientific manner that can reveal the level of harmonious behavior of teachers.

Research aims

1. Building and codifying a harmonic behavior scale for male and female teachers of physical education in Maysan Governorate.
2. To identify the level of teaching skills of the male and female teachers of physical education.

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3. Identifying the correlation between harmonious behavior and the quality of teaching skills for male and female teachers of physical education.
4. Recognizing the significance of the differences between female and male teachers in harmonious behavior and the quality of teaching skills.

Research hypotheses

1. There is a correlation between harmonic behavior and the level of quality of teaching skills for teachers and teachers of physical education.
2. There are statistically significant differences between the harmonious behavior and the quality of teaching skills for male and female teachers of physical education.

Research fields

The human domain: male and female teachers of physical education in Maysan Governorate.

Spatial domain: the locations of middle and secondary schools in Maysan Governorate.

The time range for the period from 2/11/2017 to 22/5/2018.

Terms

Harmonic behavior: “It is the extent to which the individual is in harmony with his world that surrounds him” (Mohammed, 2002).

Research methodology and field procedures

Research Methodology: The descriptive approach was used in the survey style and normative studies, given its suitability and the nature of the current study.

The research community and sample: The research community was identified and they are physical education teachers for the academic year 2017-2018 AD, and their number was (167) teachers and schools, where the construction sample included (116) male and female teachers with a percentage of (69.46%) of the total number (community). the origin As it appears in Table (1).

It shows the construction, legalization, application and survey sample, their percentages, clubs and the degree in which they play In view of the field researcher’s knowledge of the reality of the physical education teacher’s work, he found that there are a number of obstacles and problems that teachers go through, including those related to administration, technical and other social, and this was reflected on the consensual behavior of physical education teachers, Improving the level of sports activity in schools by building a scale of harmonic behavior for teachers of physical education in an accurate

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4. Recognizing the significance of the differences between female and male teachers in harmonious behavior and the quality of teaching skills.

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Table 1: It shows the construction, legalization, application and survey sample, their percentages, clubs and the degree in which they play

T	sector	the society	Construction sample and rationing	Exploratory	Application sample	%
1	architecture	103	72	8	23	%22.33
2	Al-Kahla	11	8	-	3	%27.27
3	dude castle	10	7	-	3	%30
4	Great Hungary	16	11	-	5	%31.25
5	auspicious	12	8	-	4	%33.33
6	Ali Al Gharbi	15	10	-	5	%33.33
Total		167	116	8	43	%25.75

Search tools and auxiliary devices

In order to solve the research problem and achieve its objectives, the researcher used the following tools and auxiliary devices:

- Scientific sources and references.
- Measurement tools.
- Questionnaire.
- Manual stopwatch type (Han Hart)

- Electronic calculator type (Pentium 4)
- Procedures for building a harmonic behavior scale

To achieve the first goal, which is to build a harmonic behavior scale for teachers of physical education, the researcher followed the following steps

Prepare the initial form of the scale

For the purpose of preparing the appropriate scale items to measure the concept of harmonic behavior according to what is reflected in the theoretical definition, the researcher made a comprehensive review of the previous relevant scales, including (Mohannad Mohammed Slave Curtain and Mason my patience Happy (Mohannad, 2015) [9], Walid Khaled Ragab and others. (Walid, 2013) [12]) The researcher was able to formulate a set of paragraphs related to harmonic behavior. After they were collected, they were studied, analyzed and reformulated so that the number of paragraphs was (26) paragraphs. After the paragraphs of the scale were prepared, it was presented in its initial form to a group of experts and specialists, Annex (1), for the purpose of evaluating and judging them in terms of the formulation of the paragraphs or their validity in measuring what they were set for. In light of the opinions of experts and specialists, it was agreed upon at a rate of (100%). The researcher suggested the five-step scale (always, often, sometimes, rarely, never).

Survey experience

In order to ensure the clarity of the scale’s instructions and the clarity of its paragraphs, and to identify the time taken to answer, as well as to identify the conditions for applying the scale and what This is accompanied by difficulties or obstacles, the researcher applied the scale to an exploratory sample consisting of (8) teachers and schools, and it became clear from this experience that the scale’s instructions and paragraphs are clear and that the time taken to answer the scale’s paragraphs averaged (10) minutes, and thus the scale became with its instructions And its (26) paragraphs are ready for application to the construction sample.

Principal's experience

The researcher conducted the main experiment on Thursday, December 28, 201 7 until Saturday, March 30, 201 8 on the research sample for the purpose of statistical analysis of the items and extracting the discriminatory power of the scale items to keep the distinct items and exclude the undistinguished items.

Analysis of the paragraphs of the measure of satisfaction with sports life

The discriminatory ability of the paragraphs of the harmonic behavior scale

It means the ability to distinguish between individuals with higher levels and individuals with lower levels for the trait measured by the paragraph (Mavrin E, 1974) [6]. For the purpose of calculating the paragraph discrimination coefficient, the researcher followed the following

1. Arranging the scores obtained by the sample on the scale in descending order from the highest score to the lowest score
2. Deduction of a percentage of (27%) of the sample members from the top who obtained the highest scores to represent the highest degree, and deduction of a percentage of (27%) of the sample members from the bottom who got the lowest scores to represent the members of the lowest degree, as the number of members of the lower group reached (31) a teacher and a teacher, with the same number for the upper group.
3. Finding the discrimination coefficient for each paragraph using one of the statistical methods.

Finding the coefficient of discrimination for each paragraph using one of the statistical methods. The researcher used the t-test for each paragraph in the two groups, and it appeared that the calculated values ranged between (2.524 - 11.119.) on the scale, and they are statistically significant values, as the (sig) values appeared less than (0.05) except for paragraphs (8, 6), where their value was (1,255, respectively). - 0.972), the value of (sig) greater than (0.05) appeared, and it is not statistically significant, and the table (2) shows that.

Table 2: shows the arithmetic mean and standard deviation of the two groups, the calculated T-value and the discriminatory power of the scale

Paragraph sequence	lower group		senior group		(t) computed value	Sig	Indication type
	s	p	s	p			
1	2.903	0.5974	3.774	1.3091	3.370	0.001	D
2	2,677	0.7910	3.871	1.1177	4.853	0.000	D
3	2.387	0.4951	3.064	0.8538	3.821	0.000	D
4	2.419	0.5016	3.096	0.8308	3.886	0.000	D
5	2.612	1.2021	3.645	1.3050	3.239	0.002	D
6	3.129	1.38424	3.4194	0.9228	0.972	335 .0	not significant
7	3.419	1.4088	4.225	1.0865	2.524	0.014	D
8	2.516	0.5698	2.709	0.6425	1.255	0.214	not significant
9	2.580	0.5016	3.903	1.0441	6.357	0.000	D
10	2.193	0.7032	4.387	0.8437	11.119	0.000	D
11	3.419	1.4088	4.419	1.0254	3.195	0.002	D
12	2.82.871	1.3352	4.677	0.5992	6.872	0.000	D
13	2.612	0.9193	4.064	1.0934	5.658	0.000	D
14	3.096	1.0117	4.580	0.7199	6.653	0.000	D
15	3.032	1.3287	4.225	0.9560	4.060	0.000	D
16	2.580	1.0885	4.193	0.9804	6.130	0.000	D
17	2,677	0.9447	3.548	0.8884	3.739	0.000	D
18	2.451	0.9251	3.354	1.1985	3.321	0.002	D
19	4.2258	1.0233	4.290	0.8638	3.789	0.000	D
20	2.82.871	1.2843	4.032	0.9826	3.998	0.000	D
21	2.774	1.2834	4.096	1.0756	4,397	0.000	D
22	2.612	1.1453	4.451	0.8500	7.178	0.000	D
23	2.290	0.6925	3.806	1.1667	6.22	0.000	D

24	3.222	1.2750	4.612	0.6672	4.992	0.000	D
25	2.548	1.2339	4.193	1.0776	5.591	0.000	D
26	2.774	1.1750	3.903	1.1931	3.754	0.000	D

Internal consistency coefficient

The relationship of the paragraph score with the overall scale score

The degree of correlation coefficient of the paragraph with the

total degree of the scale was used, and the paragraphs of the harmonic behavior scale had a high degree of correlation with the total degree, except for paragraph (6), as shown in Table (3).

Table 3: It shows the correlation coefficient between the paragraph score and the total score of the harmonic behavior scale

sig	Calculated value(t)	T	sig	Calculated value(t)	T	sig	Calculated value(t)	T	sig	Calculated value(t)	T
0.000	0.516	22	0.000	0.395	15	0.000	0.673	8	0.018	0.291	1
0.000	0.360	23	0.000	0.451	16	0.000	0.408	9	0.000	0.383	2
0.000	0.409	24	0.000	0.333	17	0.000	0.485	10	0.000	0.429	3
			0.000	0.336	18	0.000	0.445	11	0.000	0.415	4
			0.000	0.490	19	0.000	0.458	12	0.000	0.514	5
			0.000	0.643	20	0.000	0.437	13	0.003	0.272	6
			0.000	0.467	21	0.000	0.557	14	0.000	0.591	7

Psychometric properties of the scale

Veracity of scale

The validity of the information included in the scale means the ability of that tool to measure the characteristic or goal for which it was designed. Lsaac.. 1981)^[5] and the instrument is valid if it is to the extent that it measures the thing that it was designed to measure (Guilford, 1973)^[4].

First: Descriptive Validity

The researcher obtained good indicators of the apparent validity of the harmonic behavior scale through what experts and specialists in the field of sports psychology decided that the scale’s paragraphs are capable of measuring the trait to be measured.

Second: The validity of the construction: The validity of the construction was verified through the use of the two terminal sets and the internal consistency.

Reliability scale.

Among the statistical methods for determining the reliability coefficient:

First, the split-half method

For the purpose of finding the scale’s stability coefficient, the split-half method was adopted, and it was relied on the data obtained by the researcher from the members of the research sample amounting to (1 16) teachers and schools, where the arithmetic mean reached (76,741) for the items of the scale amounting to (24) items, with a standard deviation of (13.042). The researcher divided the paragraphs of the scale

into two halves, the first includes odd paragraphs (1 2) and the second includes even items (1 2) paragraphs. (spss), as the correlation coefficient amounted to (0.643), as the extracted correlation coefficient means stability for only half of the scale, and for the complete stability of the test for this scale, the Spearman-Brown equation was used as a basis for finding the coefficient of stability of the scale, then the Spearman - Brown equation was calculated Where the correlation coefficient reached (0.787), which is a good stability indicator, where the stability coefficient is considered good, if its value is not less than (0.67). (Ahmed, 2002)^[22].

Second: Alpha Cronbach's equation (Alpha Cronbach)

The stability was extracted in this way by applying the Alpha Crohnbach equation to the members of the research sample amounting to (116) players using the statistical bag (spss), as it was found that the value of the stability coefficient is equal to (0.778), which is a high stability index.

Scale correction

Harmonic behavior scale consists of (24) items that have been identified in light of the results that distinguish items and internal consistency. Each item has five alternatives. The positive paragraphs were given scores (5-4-3-2-1). As for the negative items, scores were given (1-2-3-4-5), the highest score for the scale was (120), and the lowest score was (24)

Standard grades for the scale.

The researcher relied on the same sample responses, which amounted to (116) teachers, after the remaining paragraphs of the scale through construction procedures (24) items.

Table 4: It shows the raw and standard scores of the sport life satisfaction scale for handball players

n	Raw grade	Standard score	Modified Standard Score	n	Raw grade	Standard score	Modified Standard Score	n	Raw grade	Standard score	Modified Standard Score
1	109	2.47	74.73	40	74	-0.21	47.89	79	69	-0.59	44.06
2	109	2.47	74.73	41	74	-0.21	47.89	80	69	-0.59	44.06
3	109	2.46	74.73	42	74	-0.21	47.89	81	69	-0.59	44.06
4	106	2.216	72.43	43	74	-0.21	47.89	82	69	-0.59	44.06
5	106	2.24	72.43	44	74	-0.21	47.89	83	69	-0.59	44.06
6	105	2.16	71.66	45	74	-0.21	47.89	84	68	-0.67	43.29
7	104	2.09	70.9	46	74	-0.21	47.89	85	68	-0.67	43.29
8	104	2.09	70.90	47	74	-0.21	47.8	86	68	-0.67	43.29
9	104	2.09	70.90	48	73	-0.28	47.13	87	68	-0.67	43.29
10	100	1.783	67.83	49	73	-0.28	47.13	88	68	-0.67	43.29
11	99	1.706	67.06	50	73	-0.28	47.13	89	68	-0.67	43.29
12	98	1.63	66.30	51	73	-0.28	47.13	90	68	-0.67	43.29

13	98	1.630	66.30	52	73	-0.28	47.13	91	68	-0.67	43.29
14	98	1.630	66.30	53	72	-0.36	46.36	92	68	-0.67	43.29
15	97	1.55	65.53	54	72	-0.36	46.36	93	68	-0.67	43.29
16	96	1.47	64.76	55	72	-0.36	46.36	94	67	-0.74	42.53
17	96	1.476	64.76	56	72	-0.36	46.36	95	67	-0.74	42.53
18	95	1.40	64.00	57	72	-0.36	46.36	96	67	-0.74	42.53
19	95	1.400	64.00	58	72	-0.36	46.36	97	67	-0.74	42.53
20	94	1.323	63.23	59	72	-0.36	46.36	98	67	-0.74	42.53
21	92	1.170	61.70	60	72	-0.36	46.36	99	67	-0.74	42.53
22	92	1.170	61.70	61	72	-0.36	46.36	100	66	-0.82	41.76
23	91	1.093	60.93	62	71	-0.440	45.59	101	66	-0.823	41.76
24	91	1.093	60.93	63	71	-0.44	45.59	102	66	-0.82	41.76
25	90	1.016	60.16	64	71	-0.44	45.59	103	66	-0.82	41.76
26	89	0.940	59.40	65	71	-0.44	45.59	104	66	-0.82	41.76
27	87	0.78	57.86	66	71	-0.44	45.59	105	66	-0.82	41.76
28	87	0.78	57.86	67	70	-0.51	44.83	106	66	-0.82	41.76
29	85	0.63	56.33	68	70	-0.51	44.83	107	66	-0.82	41.76
30	82	0.403	54.03	69	70	-0.51	44.83	108	66	-0.82	41.76
31	81	0.32	53.26	70	70	-0.51	44.83	109	65	-0.90	40.99
32	77	0.019	50.19	71	70	-0.516	44.83	110	63	-1.053	39.46
33	76	-0.05	49.43	72	70	-0.51	44.83	111	63	-1.05	39.46
34	76	-0.056	49.43	73	69	-0.59	44.06	112	63	-1.05	39.463
35	75	-0.13	48.66	74	69	-0.59	44.06	113	63	-1.05	39.46
36	75	-0.13	48.66	75	69	-0.59	44.06	114	62	-1.13	38.69
37	75	-0.13	48.66	76	69	-0.59	44.06	115	62	-1.130	38.69
38	75	-0.13	48.66	77	69	-0.593	44.06	116	54	-1.74	32.56
39	74	-0.21	47.89	78	69	-0.59	44,064				

Teaching skills quality scale

The researcher used the (Sadiq Ibrahim Abdullah) scale. (Sadiq, 2018) [11], which was applied to a sample of physical education teachers in Maysan Governorate, where the scale includes (80) items distributed over six areas (planning - educational goals - raising students' motivation to learn - time management - interaction between teacher and student - evaluation)) Five alternatives were developed for it, and the scores of individuals on the scale range theoretically between (80-400), and the hypothetical average of it was (240).

Standard levels of the scale

The researcher used the normal distribution curve (CAUS), as it is considered one of the most widely used distributions in the mathematical field, because many of the traits and characteristics that are measured in this field are close to the normal curve. (Nizar, 1981) [10].

Table 5: Standardized levels, raw, standard, and modified scores, percentages, harmonic behavior

Standard score	Modified norm	Standard level	The number	percentage
(-2) and below	29 and under	Very weak	12	10.34%
(- 1.99) - (-1)	30 - 39	weak	21	18.10%
(- 0.99) - (0)	40 – 49	acceptable	30	25.86%
(0.01) - (1)	50 - 59	Average	34	29.31%
(1.01) - (2)	60 – 69	Good	12	10.34%
(2.01) and above	70 and above	very good	7	6.03%

Statistical means

The researcher used the appropriate statistical treatments using the program (SPSS - V.20).

View and discuss results

Presentation of the results of the sample application of the harmonic behavior scale

Table 6: It shows the arithmetic and hypothetical mean, standard deviation, skewness coefficient, flatness and standard error of the research variables and the application sample.

The scale	Arithmetic mean	standard deviation	hypothetical mean	skew modulus	flatness
Harmonic behavior	87.419	10.966	72	0.376	-1.012
Quality of teaching skills	243.535	21.342	240	-1.067	0.026-

Presentation of the results of the application sample on the standard levels of the harmonic behavior scale

Table 7: Standard levels, raw scores, normative and modified scores, and percentages for each level of the handball players' sport life satisfaction scale.

Standard score	Modified norm	Standard level	The number	Percentage
(-2) and below	29 and under	Very weak	3	6.977%
(- 1.99) - (-1)	30 - 39	weak	6	13.953%
(- 0.99) - (0)	40 – 49	acceptable	13	30.233%
(0.01) - (1)	50 - 59	Average	10	23.256%
(1.01) - (2)	60 – 69	Good	7	16.279%
(2.01) and above	70 and above	very good	4	9.302%

It is clear from the results presented in Table (7) that the research sample has been distributed on six standard levels, and the researcher attributes the emergence of a sample to induction in the levels (very weak, weak, acceptable), and this means that the research sample suffers from an imbalance in the harmonic behavior as the current conditions that are going through Iraq has political and economic conditions that directly affect the teachers' compatibility, because life needs a set of consensus between the individual and the environment in which he lives for the purpose of practicing his life normally, as Al-Tikriti points out, "Life is a series of compromises that are evident in the form of mutual relations that influence and influence between the individual and the environment, which In turn, it affects the psychological

adjustment of the individual" (Wathiq, 1989). The researcher attributes the presence of the research sample at the levels (average, good, very good) to the fact that they are able to deal with different life conditions and overcome obstacles, as well as possessing the knowledge that makes them be at these levels, and that their behavior is purposeful for a specific purpose and that they are compatible with the environment in which they live. "The various manifestations of behavior are

attempts to be compatible with the environment in which we live, and compatibility here is the adaptation of the organism to the environment to benefit from its positives and to avoid its negatives" (Muhammad, 2010) [8].

Display the results of the correlation between search variables

Table 8: shows the value of the Pearson correlation coefficient and the Kendal correlation coefficient

The scale	Harmonic behavior simple correlation coefficient	sig	Indication	Kendall correlation lab	sig	Indication
Quality of teaching skills	0.505	0.001	D	0.311	0.008	D

By observing Table (8), it becomes clear to us that there is a positive correlation between the harmonious behavior and the quality of teaching skills. This means that the higher the level of the teacher's consensual behavior, the higher the quality of the teaching skills, and this explains to us that the quality of

teaching skills darkens widely on the extent of the teacher's enjoyment of the behavior A good consensus, which qualifies him to continue his work and be disciplined in the implementation of the physical education lesson in the school and to choose the best methods in order to reach success.

Table 9: shows the significance of the differences between the arithmetic mean and the hypothetical mean of the study variables

The scale	Arithmetic mean	Standard deviation	Hypothetical mean	T-test	sig	Indication
Harmonic behavior	87.419	10.966	72	9.220	0.000	D
Quality of teaching skills	243.535	21.342	240	1.086	0.284	not significant

By noting Table (9), we find that physical education teachers have a harmonic behavior and this is explained by the above table, as the arithmetic mean is higher than the hypothetical mean and the value of (sig) is less than (0.05), and this indicates the significance of the differences and in favor of the arithmetic mean, and the researcher attributes This indicates that the teachers' satisfaction with their work motivates them towards harmonious behavior during the practice of their work and that "the nature of the relationship that exists between the leadership behavior of physical education teachers and the degree of their satisfaction with work, in that the degree of satisfaction can be considered an accurate scientific indicator of the nature of the teacher's behavior in the school. It can be recorded or observed by the school administration and the students, and that this interaction can appear clearly through mutual relations, respect for opinion, consideration of the feelings of the other two, leadership and dependence on God. (200) As for the quality of teaching skills, the researcher attributes that despite the teachers' willingness towards their work, there are a number of obstacles that can be related to experience and subject matter, the availability of capabilities and tools for the physical education lesson, and the absence of psychological and material stimulation by school administrations. All of this is an obstacle to teachers from Their inability to harness their teaching skills during a physical education lesson, and " there is a large group of female teachers and teachers who have the best teaching skills, but they lack motivation or motivation. " to apply These skills are very good" (Mahmoud, 2001).

Conclusions

1. The harmonic behavior scale has the ability to measure what it was developed for male and female teachers of physical education.
2. The presence of different levels in the harmonic behavior of physical education teachers, and this is a natural result, as the research sample was distributed within the Gauss curve.
3. There is a positive correlation between harmonic behavior and the quality of teaching skills.

Recommendations

1. Adoption of the harmonic behavior scale in the evaluation of teachers of physical education.
2. Paying attention to the conditions of teachers, understanding the problems facing them, and developing appropriate solutions for them.
3. Conducting a comparative study in the variables of the study between male and female teachers of physical education.

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Harmonic behavior scale

T	Paragraphs	Always	Frequently	Sometimes	Scarcely	Start
1	He treats students with love and respect					
2	He treats teachers roughly					
3	He carries out his lesson in an integrated manner					
4	He defends his colleague in his absence					
5	He grumbles when his friends ask him for something					
6	He stutters when speaking in front of teachers					
7	He rejoices in the joy of his colleagues					
8	It causes trouble in the school					
9	Likes to participate in school tournaments					
10	Assists the manager with administrative work if requested					
11	Adheres to the official working hours					
12	Accepts discussion and understanding with the school administration					
13	accept criticism					
14	He refuses to interfere with others in his work					
15	It operates on the basis of the public interest					
16	He complains about the noise inside the school					
17	He exhausts all his energy during a physical education lesson					
18	Annoyed with the number of weekly classes					
19	He gives his study great importance					
20	He strives to succeed in his work					
21	Shows vitality and activity when exercising his specialty					
22	Understands the characteristics of the age stage of his students					
23	He avoids using offensive words with his students					
24	Agitated and irritated in stressful situations					
25	He seeks his students to a better level of performance					
26	He seeks to provide the necessary supplies to carry out his lesson					