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## Evaluating teaching skills according to the concept of comprehensive quality from the point of view of volleyball teachers in Iraqi universities according to academic qualification and teaching experience

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### Abstract

The goal of the research is to evaluate university teaching skills according to the concept of comprehensive quality to divide the performance of volleyball teachers, as well as to identify the most important determinants of good university teaching. The research sample was those who taught volleyball in Iraqi universities in the central and southern Euphrates governorates. The researcher used the descriptive approach in the style of correlational relationships. The researcher concluded that the scale prepared by the researcher is capable of measuring the quality of university teaching skills from the point of view of professors of the faculties of physical education and sports sciences specializing in volleyball, as well as the superiority of the research sample who have teaching experience in the field of volleyball for more than ten years. The researcher recommended paying attention to developing teaching staff. In all aspects of teaching performance to develop university teaching skills and also work to hold training courses and seminars for professors in all practical and theoretical disciplines to develop their teaching abilities and skills.

**Keywords:** Volleyball teachers, teaching skills, qualification and teaching experience

### 1. Introduction

University teaching is one of the most important foundations of human development, as it relates to the preparation of specialized competencies in various fields of life, and to the extent of the quality of university education, we guarantee the quality of these competencies. University teaching, as one of the basic goals of universities, is connected to a group of factors related to the university professor, students, university curricula, and university administration. These factors interact together to affect the quality and quality of university teaching negatively or positively, and the quality requirements are met in all of these factors as much as the quality of university teaching. Some of the shortcomings are the absence of a clear philosophy for higher education and the focus on quantity and numbers at the expense of quality, whether in the number of students accepted, in the criteria for selecting a faculty member, or in educational programs. To address this deficiency, a remedial and development plan must be drawn up in various aspects of higher education. However, this plan must be based on evaluative studies of the reality of higher education in its various aspects, and one of these aspects is related to university professors.

In the recent period, the school curricula have witnessed a major development that has kept pace with the plane, which includes all aspects of life. The curriculum and its vocabulary have been reviewed many times in order to keep pace with development, and since the faculties of physical education and sports sciences are one of these joints, especially with regard to their teaching competencies, which seek to graduate a generation armed with science and knowledge. Given the importance of these practical academic subjects, including volleyball, in the world, interest came in these two subjects in university teaching.

Volleyball is one of the team games taught in colleges of physical education and sports

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sciences. Given its importance in colleges, good athletes in universities can be identified and they can participate effectively in external activities related to universities. Based on the above, we see the need to pay attention to the quality of university teaching in colleges of physical education and sports sciences. Therefore, the importance of the current study lies in its preparation of a measure to evaluate the quality of university teaching skills from the point of view of professors of the faculties of physical education and sports sciences for the subject of volleyball.

### 1.1 Research Problem

In order to improve the reality of practical lessons for volleyball, it is necessary for us to establish a solid scientific standard through the quality of university teaching skills for teaching in the faculties of physical education and sports sciences, and due to the lack of such a standard that measures the quality of university teaching skills for practical lessons, including volleyball, so the researcher decided to study this problem and prepare a measure that shows who During which the evaluation estimates of the quality of university teaching skills among professors of the faculties of physical education and sports sciences for the subject of volleyball, from the point of view of the professors themselves, in terms of planning skills for university teaching, skills for implementing university teaching, skills for evaluating student learning and providing feedback. The research problem also addresses the study of the impact of variables. Academic qualification in university teaching, subject and experience.

### 1.2 Research objective

1. Building a measure of the quality of university teaching skills from the point of view of professors of the faculties of physical education and sports sciences for volleyball.
2. Determine standards and levels for the quality of university teaching skills from the point of view of professors of the faculties of physical education and sports sciences for the subject of volleyball.
3. Evaluating the quality of university teaching skills from the point of view of professors of the faculties of physical education and sports sciences for volleyball in light of these standards.
4. Identifying which university teaching skills are more important than others from the point of view of professors of faculties of physical education and sports sciences.
5. Knowing the impact of each of the variables of qualifications in university teaching and experience on the evaluative estimates of the quality of university teaching skills from the point of view of professors of the faculties of physical education and sports sciences for the subject of volleyball.

### 1.3 Research hypotheses

1. There are significant differences between the average evaluation estimates for the quality of university teaching skills from the point of view of professors of the faculties of physical education and sports sciences for volleyball according to the academic qualification variable.
2. There are statistically significant differences between the average evaluation estimates for the quality of university teaching skills from the point of view of professors of the faculties of physical education and sports sciences for the subject of volleyball according to the subject variable.

3. There are significant differences between the average evaluation estimates for the quality of university teaching skills from the point of view of professors of the faculties of physical education and sports sciences for the subject of volleyball according to the variable of experience and academic qualification.

## 1.4 Research field

### 1.4.1 Human field

Teachers of colleges of physical education and sports sciences in Iraqi universities for practical lessons in volleyball in the central and southern regions.

### 1.4.2 Time field

The period from (26/3/2022) to 18/11/2022).

### 1.4.3 Spatial field

Sports halls and stadiums in colleges of physical education and sports sciences in Iraqi universities.

## 2. Research methodology and field procedures

**2.1 Research Methodology:** The researcher used the descriptive approach using correlational relationships to suit it and the nature of the problem at hand.

### 2.2 Research community and sample

The research community included professors of colleges of physical education and sports sciences in Iraqi universities in the Middle and Southern Euphrates regions for volleyball for the academic year (2022-2023). Their number is (55), and the community was comprehensively surveyed.

### 2.3 Main search procedures

#### 2.3.1 Procedures for constructing the scale

##### 2.3.1.1 Identifying the areas of university teaching skills

For the purpose of determining the areas of quality of university teaching skills, the researcher reviewed a group of studies and research that dealt with the concept of the quality of university teaching skills and many sources in the field of tests, measurement and teaching methods, where it was possible to collect (3) areas, namely:

1. Planning skills for university teaching.
2. Skills for implementing university teaching.
3. Skills to evaluate students' learning and provide them with feedback.

##### 2.3.1.2 Determining the relative importance of the areas of university teaching skills

By presenting the fields in a questionnaire to a group of experts and specialists in teaching methods, testing, and measurement, we can determine which fields are more important than others in measuring the quality of university teaching skills from the point of view of professors of the faculties of physical education and sports science for volleyball. It specifies how many questions or paragraphs each of these categories must answer, and the researcher then outlines how to determine how important university teaching abilities are in comparison.

The percentage was greater than the approved percentage, which is (52.08), based on the statistical study of the relative relevance of the university teaching skills sectors. As a result, it was used in our study, and the order of the fields and the number of their paragraphs were determined by their respective value, as in Table (1).

**Table 1:** Shows the relative importance, percentage, and number of items for each area of the university teaching skills quality scale.

N	Field	Experts Number	Total scores	Relative importance	Notes
1	Planning skills for teaching the subject	19	68	71.58	Depends
2	University teaching implementation skills	19	85	89.47	Depends
3	Skills for evaluating students' learning and providing them with feedback	19	57	60.00	Depends

**2.3.1.3 Preparing the paragraphs of the university teaching skills scale in the initial form**

The researcher prepared the scale items in order to present them to the experts

**2.3.1.4 Validity of the scale items**

This procedure requires obtaining consensus from a group of experts on the validity of the items of this scale. Therefore, the researcher prepared a form to measure the quality of university teaching skills in its initial form and identified the items for each type related to university teaching skills for professors of the faculties of physical education and sports sciences for the subject of volleyball and gave a procedural definition. For each field of university teaching skills for the scale, the questionnaire included (59) items. All paragraphs were valid from the point of view of specialized experts.

**2.3.1.5 Exploratory application of the scale for evaluating the quality of university teaching skills**

The researcher conducted the exploratory experiment with the assistant work team on a sample of (10) volleyball teachers from colleges of physical education and sports sciences on April 15, 2022.

**2.3.1.6 The main application of the university teaching skills quality measure for the construction sample**

After the quality measure of university teaching skills, with its instructions and paragraphs, was ready for application, the researcher and the assistant work team began applying the measure to the (construction sample) of (55) teachers in the faculties of physical education and sports sciences for the subject of volleyball, shown for the structure sample for the period from 20/4/ 2022 until 5/5/2022.

**2.4 The scientific foundations of the scale**

**2.4.1 Validity of the scale**

The more the scale has more than one indicator of validity, the greater the confidence in it in measuring what it is designed to measure. He extracted several indications for validity according to what is required to build the scale, which are:

**First: Validity of the content**

The paragraphs were presented to another group of experts and specialists. After analyzing their opinions statistically using (CA2).

**Second: Construct validity**

By eliminating non-distinctive components and keeping those that can distinguish amongst professors in terms of the caliber of their university teaching abilities, the researcher confirmed this supposition.

**1. The two extreme group's method**

The effectiveness of a scale depends on how well its individual sections can discriminate between groups that perform differently on the phenomena. By keeping the items whose discriminatory capacity was demonstrated by statistical analysis, the distinction's validity was increased. The scale

was omitted of two elements.

**2. Internal consistency**

“This method assumes that the individual’s total score is an important criterion for the validity of the scale’s construction, by finding the correlation between the score of each item of the scale and the total score” (Abdul Jalil Al-Zubaie and others, 1981, p. 43) <sup>[1]</sup>.

**2.4.2 Reliability of the scale**

**First: The half-split method**

The researcher used the main experiment's questionnaires for the construction sample in this approach, which resulted in a sample size of (55) forms. The homogeneity of the two halves was verified using the (F) test, where the scale's items were split into two halves. There were odd-numbered paragraphs in the first half and even-numbered ones in the second. The Pearson correlation coefficient, which varied from (0.839 to 0.900), was then calculated for the combined scores of the two test portions. These results, however, indicate the coefficients of the tests half for the subscales, therefore in order to determine the reliability of the test as a whole, the reliability coefficient must be adjusted using the Spearman-Brown equation. The dependability coefficient after adjustment varied between (0.912 - 0.947).

**2.4.3 Standardization of the scale**

In order to achieve the goal of the research and the accuracy that the researcher seeks in applying the scale, work must be done to codify the quality scale of university teaching skills, which is the final stage of the test construction process. Accordingly, the standardization procedures were to determine the standardization sample, apply the scale, and correct it while extracting its validity and reliability.

**2.4.4 Standard levels of university teaching skills**

After extracting the modified standard scores, work was done to find the standard levels through which the results of the scale can be judged, and the difference between standards and levels is therefore the researcher developed levels to evaluate the quality of university teaching skills from the point of view of professors of the faculties of physical education and sports science for the subject of football, and to determine these Levels: The researcher used the normal distribution curve (Gauss), which is one of the most common distributions in the field of physical education. One of the characteristics of this distribution is that (99.73%) of the population’s vocabulary is confined between two limits representing the value of the arithmetic mean subtracted from six deviations.

**Table 2:** Shows the standard and ideal levels for the research sample:

Levels	Excellent	Very Good	Good	Middle	Weak
Ideal levels	4.852	24.162	40.962	24.162	4.852
Levels achieved	9.009	58.558	22.522	3.603	6.306
Categories	70.41-60.02	57.95-49.64	49.12-41.85	37.70-32.51	20.57-18.49
Number	6	10	25	11	3

## 2.5 Statistical methods

The researcher used the Statistical Software Package for the Social Sciences (SPSS) to extract the results of the current research.

## 3. Presentation, analysis and discussion of the results

**Table 3:** Shows the relative importance of the areas of the university teaching quality skills scale:

N	Field	Mean	Relative importance
1	Planning skills for teaching the subject	68.868	12.396
2	University teaching implementation skills	70.090	16.120
3	Skills for evaluating students' learning and providing them with feedback	69.943	11.190

Table (3) shows that the fields of study included in the measure of the quality of university teaching skills. To reveal the quality of university teaching skills and to achieve the fourth research goal, the researcher knew the relative importance of each field of study in order to make a practical recommendation for quality in a realistic and logical manner. The arithmetic mean for the field of planning skills for teaching the subject was (12.396), with relative importance (68.868), while the arithmetic mean for the field of skills for implementing university teaching was (16.120), with relative importance (70.090), while the arithmetic mean for the field of skills for evaluating student learning and providing feedback to them was (11.190). With relative importance (69.943), this means that the ranking becomes, according to relative importance, as follows:

- 1. Field:** Skills for implementing university teaching.
- 2. Field:** Skills for evaluating students' learning and providing them with feedback.
- 3. Field:** Planning skills for teaching the subject.

These results reflect the true level of the quality of university teaching skills, that is, a set of important steps must be taken to improve and advance the level of university teaching. There are many things in its functions and objectives to keep pace with the rapid changes in the societies in which they arise and are influenced by them, which calls for the process of developing all elements of the system. Higher education, modernizing and improving it to respond to the requirements of these changes, so higher education reform processes have received great attention all over the world. (The quality of university teaching had the greatest share of that interest to the extent that researchers called this era the era of quality, until the international community began to view the quality of university teaching and educational reform as two sides of the same coin, as one can mention that the quality of university teaching is the real challenge that Nations will face it in the coming decades by producing a cultured and educated generation capable of facing the changes of the modern era. (Kanaan, Ahmed Ali, 2003, p. 9) <sup>[2]</sup>.

Scientific research, which represents a fundamental pillar in the activity of higher education institutions, represents a major activity for every member of the teaching staff in general. This activity may occupy most of the time of some faculty members, if not all of it, in some universities, and it has a major role in developing the quality of university teaching through professors' follow-up of teaching developments and keeping pace with the modern era.

As for the preference in the level of quality of university teaching skills in the performance of professors between the fields of study, the results showed the superiority of the research sample in the field of teaching implementation over the rest of the other fields.

## 3.1 Presentation, analysis and discussion of the results of the relative importance of the areas of the scale for evaluating the quality of university teaching skills from the point of view of professors of the faculties of physical education and sports sciences for the subject of volleyball

The researcher believes that the reason for this is due to the interest of the professors of the colleges of physical education and sports sciences in volleyball in applying the administrative aspects and adhering to them, as it provides control and order during the lecture if we take into account that it is one of the important and necessary requirements and the lack of it leads to a weakness in the teaching ability to deal with. Students' work thus becomes chaotic and turns into work devoid of the lofty goals and objectives that he seeks to achieve through the lesson.

The researcher attributes this result to the teaching ability in the field of implementing university teaching, organizing the lecture, managing it efficiently, and presenting the lecture or practical material in an organized, sequential, and logical manner until the end of the lecture. The field of teaching implementation is considered the main and link between all teaching fields, and it achieves the main goals of those remaining fields, and whenever the teaching is He is proficient and has good control over his lecture. This gives a clear picture of the good preparation for the lecture, through prior and good planning of the lecture or subject, and through good implementation of the teaching, the student gives a clear picture of the nature and ability of teaching to give the opportunity to correct errors and clarify opinions and suggestions on some aspects of that lecture related to the subject. This means giving the teaching room to evaluate the teaching and provide them with feedback.

The average estimates in the field of teaching implementation reached the level of mastery from the point of view of the professors of the faculties of physical education and sports sciences for the subject of volleyball, and that the professors reached the level of high quality more in this field than in other fields through the use of various techniques in teaching this practical subject and the use of observations. Fieldwork for students about teaching the subject.

Through this, we infer that the professors of the faculties of physical education and sports sciences for the subject of volleyball have a high level of performance, which means that they are very passionate about developing the necessary teaching skills necessary to deliver the lecture successfully. The professor of physical education has a great responsibility. In addition to being a teacher, he is also supposed to be He is worthy of the responsibility entrusted to him. He is responsible for preparing a conscious generation of students, and he must be a role model for them and pay attention to everything that would show him with a decent appearance and a high level of performance, such as discipline, positive interaction, and good management of the lecture in all its aspects. In addition to arming him with everything new in the sciences of physical education to keep pace with the rapid development that we are witnessing in our current era and thus developing his teaching skills, especially those related to



the implementation of teaching in physical education as it is the cornerstone and important for achieving the goals of physical education and contributing to the creation of a conscious generation that represents half of society and hopes for something from it. Much more in the future.

**3.2 Presentation of the results of the tests of the quality of university teaching skills from the point of view of professors of the faculties of physical education and science for volleyball, according to the degree variable (PhD, Master’s)**

**Table 4:** Shows the means, Std. Deviation, and the calculated and tabulated (T) value between doctorates and masters for the quality of university teaching skills for the two subjects of volleyball.

Variable	PhD		Master degree		t calculated	Sig level
	Mean	Std. Deviation	Mean	Std. Deviation		
A measure of the quality of university teaching skills	224.96	34.40	208.76	40.42	2.16	0.032

Table (4) shows the means, Std. Deviation, and the calculated and tabulated (T) value between doctorates and master’s degrees for the measure of the quality of university teaching skills.

The results of the tests for the doctorate showed a mean of (224.961) and a standard deviation of (34.406), while the results of the tests for the master’s showed a mean of (208.76) and a standard deviation of (40.421). When testing the significance of the differences between the means of the doctoral and master’s degrees using the t-test for two independent samples, it was found that the calculated t-value was equal to (2.1649) and when compared to the tabular value of (1.98) at a significance level of (0.05) and degree of freedom (53), it turns out that the calculated T-value is greater than the tabulated T-value, meaning that there are significant differences between the average degrees of both Ph.D. And a master’s degree in Quality University teaching skills, in favor of a doctorate

These differences may be due to the fact that PhD holders became more stable after obtaining their PhD and directed their efforts towards teaching skills, and this was reflected in their overall ratings. While we find master's holders eager to obtain a doctorate, they therefore exert a lot of effort in this direction, and this may have affected their teaching efforts

compared to their colleagues who hold doctorates. This result can be explained on the basis that there is a high quality of teaching staff who hold a doctorate degree at a high level through their participation in many conferences and training courses inside and outside universities in order to develop their level of teaching.

It also increases the ability of teachers who hold a doctorate degree by supervising postgraduate research and teaching postgraduate studies. All of this adds another effective element in revitalizing the quality of their teaching.

What supports this researcher’s conclusion is the presence of a decline in the quality standards of university teaching among master’s degree holders due to the lack of qualifying courses they take at the Center for Teaching Methods in universities and their lack of years of teaching and experience in teaching, unlike those holding a doctorate degree, and their lack of supervision and teaching of postgraduate studies, as well as their confinement to teaching only for primary study.

**3.3 Presentation, analysis and discussion of the results between the values (F) calculated for the teaching experience to measure the quality of teaching skills from the point of view of professors of the faculties of physical education and sports sciences for the subject of volleyball:**

**Table 5:** Shows the value of (F) calculated in the teaching experience variable for the measure of the quality of university teaching skills among the three groups

N	Variables	Variance Source	Squares Sum	Freedom Degree	Media square	F	Sig level
1	A measure of the quality of university teaching skills	Between groups	12738.898	2	6189.449	3.45	0.035
		Within groups	193567.066	52	1792.288		
		Total	205945.964	54			

The difference in the level of quality of university teaching skills according to teaching experience indicates that the nature of the apparent differences is significant, and the results extracted from the analysis of variance indicated this. For clarity, we show that the calculated value of (F) was (3.45), which is greater than its tabulated value of (0.035) at the two scores. Freedom (2-52) and significance level 0.05.

This confirms the significance of the difference in the level of performance among teachers, and to determine the priority of the differences and for the benefit of whom, the researcher used the (L.S.D.) test to show the significance of the differences between the arithmetic settings of the research sample (professors) and according to the fields of study. It was found that there are significant differences at two degrees of freedom (2-52) and level Significance of 0.05 between the fields of study for professors, as shown in table (5).

The explanation for this result lies in the fact that the prevailing teaching styles are non-traditional styles like the previous ones, centered on direct teaching, such as the lecture style, the lecture with discussion, the presentation and

explanation style, or other styles that require long teaching experience. Their estimates came with regard to using various strategies and employing Teaching techniques are high, and perhaps this is due to the fact that all teachers do not face the same circumstances, and therefore experience is effective in highlighting the differences between them.

The reason for the presence of significant differences between the three categories may be due to the conditions of the university environment and the general climate in the faculties of physical education and sports sciences in Iraqi universities, which began to suffer from a lack of capabilities, overcrowding in the number of students, and a lack of community and university opportunities to provide distinct types of educational experience, and all of this led to There are many alternatives available for teaching activities and strategies, which can be distinguished by those with long or medium teaching experience.

The lack of large teaching loads, the lack of many university requirements, and the high level of job satisfaction may have led to the existence of fundamental differences attributed to

the experience of the large number of educational qualification courses for university professors, as training courses are held in the field of university teaching, and they

are not sufficient for teaching development. The efficiency of university teaching must be counted among the promotion points and within the new promotion system.

**Table 6:** Shows (L.S.D) for comparisons in the teaching experience variable of the scale between the groups

N	Variables	Mean tests		Means	Means difference	Standard error	Sig level
1	A measure of the quality of university teaching skills	More than 10 years	Less than 10 years	221.72 -219.84	1.87	9.45	0.843
		More than 10 years	Less than 5 years old	221.72 -196.44	25.28	10.07	0.014
		Less than 10 years	Less than 5 years old	219.84 -196.44	23.40	10.98	0.035

**4. Discussion**

From the above table, it can be seen that the difference between the arithmetic means of the two axes (more than 10 years) is (1.87) and less than (less than 10 years), which is greater than the L.S.D value below the level of 0.05. This indicates that the difference is significant and in favor of those with experience (More than 10 years). Year). The difference between the arithmetic means for the two axes (more than 10 years) and (less than 5 years) is (25.28), which is greater than the L.S.D value below the 0.05 level. This indicates that the difference is significant and in favor of those with experience (more than 10 years). The difference between the arithmetic means for the two axes (Less than 10 years) and (less than 5 years) is (23.40), which is greater than the value of (L.S.D) below the level of 0.05. This indicates that the difference is significant and in favor of the axis (less than 10 years).

As for the preference in the level of quality of university teaching skills among these three axes with regard to experience, the results showed that the research sample in the field of more than 10 years of experience in university teaching outperformed the rest of the other fields.

The researcher believes that the reason for this is due to the interest of the professors of the colleges of physical education and sports sciences in volleyball in the quality of teaching in the stage of experience of more than 10 years. The interest came in applying the administrative and technical aspects and committing to teaching them, as the great experience provides control and order during the lecture if we take this into consideration. Being one of the important and necessary requirements, the lack of experience leads to the weakness of the university professor's ability to deal with students, and thus his work becomes chaotic and turns into work devoid of the lofty goals and objectives that he seeks to achieve through lecturing. On this basis, the teacher's interest in it came as a result of his prior knowledge of its effect in creating an educational atmosphere in which order prevails and is free of chaos that leads to the teacher losing his control over the lecture.

Unlike other professors who have fewer years of experience, they are more stressed in terms of obtaining scientific titles and participating in conferences and seminars, which leads to their interest in those practical lectures being less than their peers, which affects the quality of teaching skills for them, the large teaching load they have, the large number of university

requirements, and poor qualifications. Educational for professors in terms of the lack of holding courses in the field of university teaching, which is insufficient, and the teaching competency is not counted among the promotion points, and the figure shows this.

**5. Conclusions and recommendations**

**5.1 Conclusions**

1. The scale prepared by the researcher is capable of measuring the quality of university teaching skills from the point of view of professors in the faculties of physical education and sports sciences specializing in volleyball.
2. The results showed that the research sample had more than ten years of teaching experience in the field of volleyball
3. The teachers who hold a doctorate degree excelled to a greater extent in teaching skills than those who hold a master's degree

**6. Recommendations**

1. The researcher recommends paying attention to developing teaching staff in all aspects of teaching performance to develop university teaching skills
2. Work to hold training courses and seminars for professors in all practical and theoretical disciplines to develop their teaching abilities and skills.
3. Conducting research and studies related to the continuous evaluation of professors of other activities

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**Appendix (1)**

Questionnaire in its final form

First: Planning skills for teaching the subject:

N	Paragraph	Always	Mostly	Sometimes	Scarcely	Never
1	Determine the general objectives of the material in the lecture					
2	Choose the basic and most important topics and skills in the subject					
3	Determine the general objectives of the subject in proportion to the time available and the ability of the students					
4	Determine the appropriate teaching method according to the objectives of the subject					
5	Choose thought-provoking skills and educational tools in practical material					
6	I choose practical subject topics appropriate for students according to the prescribed curriculum.					
7	Determine the subject requirements (Exams, practical, theoretical)					
8	I give my students a written copy of the plan for the required subject according to the objectives of the curriculum					
9	Distribute the topics of the practical subject in the plan in a logical manner					

10	I constantly review the subject plan and amend what needs to be modified.					
11	I determine the specific objectives of the lecture in advance in light of the general plan for the practical material					
12	I collect scientific material on the lecture topic from multiple references					
13	I prepare for my practical lecture well in advance.					
14	I anticipate students' questions about the subject matter and prepare myself to answer them					
15	I prepare the necessary techniques, tools, and educational resources to help me organize the lecture					
16	The objectives of the lecture emphasize developing mental abilities in sound thinking.					
17	The lecture objectives emphasize the skill aspects of the practical material.					
18	The lecture objectives emphasize the emotional and psychological aspects of the practical material.					

Second / Field: Skills for implementing university teaching: -

N	Paragraph	Always	Mostly	Sometimes	Scarcely	Never
1	Use my previous experiences with the subject as an introduction to the lecture					
2	Start the lecture with beautiful and exciting phrases for them					
3	Give general information about the subject and link it to specific information about the topic					
4	Present the lecture in a logical and gradual manner until the end point					
5	Explain the relationships between the topics of the subject, especially the skills related to the topic					
6	I address difficult topics in depth appropriate to the level of the students					
7	Link subject topics to students' personal experiences					
8	I encourage students to think about contradictory ideas and try to explain them					
9	I encourage students' independent thinking about subject topics					
10	I maintain students' attention during the lecture by varying presentation and performance					
11	I make sure to read the students' facial expressions during the lecture, and act accordingly					
12	Give students an opportunity to express their opinions on issues related to the content of the subject					
13	Ask questions that require specific knowledge of course content through decisions					
14	I direct students on how to obtain sources of information for the subject.					
15	Advise students about the use of their time while performing the skills in the lecture					
16	I use various methods of discussion (Discussion with the skill, discussion about performing the skill, groups for performing the skill).					
17	I use various educational methods and techniques in the lecture (Visual, audio, audio-visual)					
18	I employ computer technology to facilitate students' learning of skills by showing how to perform					
19	I use a variety of examples to enhance students' understanding during the lecture					
20	Assign students to individual and group learning activities on the topic of the subject					
21	I sometimes ask students to conduct field observations related to the subject of the subject (Field observations, attending training units, attending matches)					
22	Conclude the lecture by reviewing the previous material by putting it in sentences related to the upcoming topic					
23	I conclude my previous lecture with an interesting issue related to the topic of the next lecture.					

Third / Field: Skills for evaluating students' learning and providing feedback to them: -

N	Paragraph	Always	Mostly	Sometimes	Scarcely	Never
1	Give students an opportunity to repeat their performance in the lecture to correct their mistakes, benefiting from the previous notes.					
2	I help students provide solutions to the difficulties they face during the lecture.					
3	I discuss with students the reasons for their low grades in the semester practical lecture exams					
4	Allow students to discuss how to conduct the practical lecture					
5	I allocate a portion of students' grades to class activities and participation					
6	Give students the opportunity to choose from alternatives to exams to achieve their creativity					
7	Write comments on students' theoretical exam papers in a way that improves their performance					
8	Make sure that the subject requirements are reasonable and balanced with the requirements of other subjects.					
9	I discuss with students the reasons for their low practical level in the first semester practical and theoretical tests					
10	I study the students' answers and analyze the patterns of errors they made					
11	I help students provide solutions to the difficulties they encounter during exams					
12	Allow students to discuss practical and theoretical exams					
13	I am interested in exam questions that improve students' thinking about the performance of the practical subject					
14	Assign students to important individual readings related to their interests					
15	I analyze and interpret students' results in practical and theoretical exams for the subject					
16	I grade students according to their performance in practical and theoretical exams without bias					