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Research Article

Evaluation of the teaching effectiveness of futsal teachers in the faculties of physical education and sports sciences in the Middle Euphrates

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Abstract: Futsal is one of the activities that has spread very quickly among mass circles, whether at the level of actual practice or viewing. It has been introduced into the curricula of the faculties of physical education and sports sciences in the Middle Euphrates. The game and different training methods as well as basic skills and how to perform them. Teachers of this subject may differ in how to teach it and by using different methods and means, as well as the difference in theoretical knowledge and motor abilities of these teachers. Teaching method, means and strategies available to achieve the desired benefit from teaching this subject first and develop futsal in general second. The research hypothesis represented the presence of a difference in the level of teaching effectiveness for futsal teachers in the faculties of physical education and sports sciences in the Middle Euphrates, and the descriptive approach was adopted to solve the research problem. And by (51) teachers, all of them were counted for the purpose of research. For the purpose of achieving the goal of the research, (18) paragraphs were formulated according to the Liker method with answer alternatives (excellent degree - very good degree - good degree - medium degree - weak degree), a exploratory experiment was conducted to enhance the positives and avoid the negatives, and appropriate statistical methods were used to identify the effectiveness of teaching For futsal teachers in the faculties of physical education and sports sciences in the Middle Euphrates, the ability of the measurement tool to identify the effectiveness of teaching was one of the conclusions, while interest in modern teaching methods and methods was among the research recommendations.

Keywords: (evaluation - teaching effectiveness).

1- THE INTRODUCTION:

The art of teaching means using various possible methods and means for the purpose of delivering information and knowledge to learners with the aim of bringing about a change in their behavioural goals, and in order to achieve the desired goals of teaching, it was necessary to use various modern means and knowledge of various sciences and take into account the pillars of the educational process represented by (teacher - curriculum - student).

The teacher is the focus of the educational process, and therefore many responsibilities and duties lie, including taking into account the content and its objectives, the comprehensiveness of the curriculum, and taking into account flexibility in its preparation in order to achieve what they set out to through education, which is to bring about a change in the behaviour of the learner. And the effectiveness of teaching is one of the important things that must be taken into account by the teacher to ensure the interaction of the learner with him and the access to the content of the educational material and the achievement of the goals of the course and this is not limited to a specific activity but rather all activities and events, and futsal is one of the activities like the rest of the subjects with theoretical and practical content and the need to pay attention to the effectiveness of teaching with Her teachers are important and vital.

This prompted the researcher to delve into the study of this subject through research and investigation by preparing a measure to identify the effectiveness of teaching among futsal teachers in the faculties of physical education and sports sciences in the Middle Euphrates.

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2-The purpose of the research:

1. Constructing a measure of teaching effectiveness for futsal teachers in the faculties of physical education and sports sciences in the Middle Euphrates.
2. Recognizing the effectiveness of teaching among futsal teachers in the faculties of physical education and sports sciences in the Middle Euphrates.
3. Research procedures:

3-1 Research community and sample:

"Society means all the elements and vocabulary of the problem." [1]

I selected a community and appointed it with futsal teachers in the faculties of physical education and sports sciences in the universities of the Middle Euphrates, who numbered (51) teachers, all of whom were counted for the purpose of research, so that they constitute 100% of the total research community.

3-2 Study Design:

The researcher used the descriptive survey method, due to its suitability to the nature of the research problem.

"Because the method is to follow certain logical steps in dealing with problems or phenomena or dealing with scientific issues in order to reach the discovery of the truth" [2]

3-3 The studied variables:

Teaching effectiveness is the main variable of this study.

3-4 Tests used:

"The early need to determine the purpose of the test when deciding to build it stems from the hypothesis that the form of the test and some of its characteristics differ according to the purpose of that test" [3].

3-4-1 Determine the paragraphs of the scale:

The researcher looked at a number of sources, scientific references and periodicals, as well as standards for the purpose of preparing the paragraphs to identify the effectiveness of teaching among futsal teachers in the faculties of physical education and sports sciences in the universities of the Middle Euphrates, and a number of paragraphs were obtained, as well as obtaining other paragraphs through a questionnaire It is distributed among the research sample.

To obtain (18) items to measure the effectiveness of teaching for futsal teachers in the faculties of physical education and sports sciences in the universities of the Middle Euphrates.

3-4-2 Determine the validity of the paragraphs:

Abel mentions that the best way to ensure the validity of paragraphs is for a number of experts to report their validity to measure the quality for which they were developed.[4]

The validity of the paragraphs was determined through a questionnaire (*)[5] presented to a group of experts and specialists (**) [6]that includes answer alternatives (with an excellent degree - with a very good degree - with a good degree - with a moderate degree - with a weak degree) and grades were given (5 - 4 - 3 - 2 -1) For these alternatives in a row, the Ca2 test was used to identify the validity of these items, knowing that the tabular value of Ca2 is at a degree of freedom of 1 and a significance level of 0.05 (3.84), as shown in Table (1).

Table (1) Shows the validity of the scale items

s	Paragraph	number of experts		agreement ratio	Calculated Ca2 value	indication type
		possible	impossible			
1.	Taking into account the application of all learners to the content of the study material given by the teacher	8	0	**%100**	**8**	moral
2.	Encouraging students to	**7**	**1**	**%87.5**	**4.5**	moral

[1] Risan Khraibet: The Research Curriculum in Physical Education: (Al-Surra, University of Basra, 1987), pg. 44

[2] Rebhi Mustafa Elyan and (others): Scientific Research Methods and Methods. 1st Edition: (Amman, Dar Safaa for Publishing and Distribution, 2000), pg. 53.

[3] Abdullah Al-Smadi, Maher Al-Darabie: Psychological and Educational Measurement and Evaluation between Theory and Practice, 1st Edition: Jordan, Dar Wael for Publishing and Distribution, 2004, p. 44

[4] Eble, r. essential of educational measurement. 2nd Edition yerw, prentlte-hill, 1972, p 0 555.

[5] See accessory(1)

[6] See accessory(2)

	continuously develop their creativity and innovation					
3.	Using verbal and non-verbal means of communication with students	8	0	**%100**	**8**	moral
4.	Continuous interaction with students to ensure their motivation to learn the subject matter	8	0	**%100**	**8**	moral
5.	Proficiency in e-learning methods and tools	8	0	**%100**	**8**	moral
6.	Use feedback before, during and after learning	7	1	**%87.5**	**4.5**	moral
7.	Continuous assessment of learning outcomes	8	0	**%100**	**8**	moral
8.	Taking into account the provision of a sample of the content of the study material by the teacher himself	8	0	**%100**	**8**	moral
9.	The teaching plan should be flexible enough to introduce immediate variables	8	0	**%100**	**8**	moral
10.	Taking into account the achievement of the objectives of the curriculum established by the relevant authorities	8	0	**%100**	**8**	moral
11.	Linking the previous educational goals with the current goals when presenting the study material	8	0	**%100**	**8**	moral
12.	Inform him of the latest developments in teaching within his specialization, especially the laws of games and their amendments	**7**	**1**	**%87.5**	**4.5**	moral
13.	Taking into account individual differences among learners	8	0	**%100**	**8**	moral
14.	Dealing wisely and calmly with various emotional situations during teaching	8	0	**%100**	**8**	moral
15.	Continuously updating the educational goals according to the requirements of the stage	8	0	**%100**	**8**	moral
16.	Using modern methods and strategies in teaching to deliver the material to learners in a better way	7	1	**%87.5**	**4.5**	moral
17.	Good use of modern educational techniques and information technology	8	0	**%100**	**8**	moral
18.	Taking into account inclusiveness in the preparation and implementation of the educational curriculum	8	0	**%100**	**8**	moral

3-4-3 Determine the style and principles of formulating the items of the scale:

The scale included five alternatives to the answer (with an excellent degree - with a very good degree - with a good degree - with a moderate degree - with a weak degree) and scores were given (5- 4 - 3 - 2 - 1) for these alternatives, respectively.

The paragraphs of the scale were formulated in an easy, clear and understandable way, with a meaning that cannot be interpreted. The linguistic integrity of the paragraphs was confirmed by a linguistic expert.

3-4-4 Scale instructions:

The instructions of the scale are considered as "the guide by which the respondent refers to the items of the scale. Therefore, it is taken into account that the instructions are easy and understandable, as well as concealing the purpose of the scale (i.e. writing the name of the scale)" [7]

[7] Ahmad Abd al-Khaleq: Personality Tests, 2nd Edition: (Alexandria, Dar al-Ma'rifah al-Jami`ah, 1989), pg. 56.

The instructions of the scale included the correct steps for answering its paragraphs and answering all the paragraphs without exception, as well as clarifying the scientific benefit of its results, and in this way we have reached the final version of the scale (*)[8].

3-4-5 Exploratory Experience:
For the purpose of knowing future problems and not making mistakes during the main application of the scale, the researcher conducted an exploratory experiment on a sample of ten teachers on 2/7/2022.

3-4-6 The main experience:
The main experiment was conducted on 2/15/2022 until 3/14/2022, and the questionnaires were collected and their data emptied in preparation for the statistical analysis.

3- 4- 7 The scientific weight of the items of the scale:
3-4-7-1 Indicators of discrimination:
3-4-7-1-1 Discrimination ability:
What is meant by discriminatory power is the power to distinguish between individuals who are excellent in the quality measured by the scale and individuals who are weak in that capacity.[9]
The ability of the paragraphs to distinguish between the individuals of the sample was confirmed by using the (T) test for independent samples and by deducting 50% from the scores of the research sample after arranging them in descending order, as shown in Table (2).

Table(2) Shows the coefficient of distinction of paragraphs

indication	T value	lower group		senior group		s
		standard deviation	Arithmetic mean	standard deviation	Arithmetic mean	**1**
0.000	5.579	1.601	2.970	1.060	4.120	**2**
0.000	4.725	1.503	2.960	1.022	3.760	**3**
0.009	2.729	1.546	2.950	1.285	3.640	**4**
0.000	4.975	1.327	2.910	1.007	3.580	**5**
0.001	3.432	1.488	2.840	1.173	3.500	**6**
0.001	3.500	1.586	2.830	1.274	3.400	**7**
0.000	5.579	1.601	2.820	1.060	3.320	**8**
0.026	2.298	1.318	2.780	1.408	3.260	**9**
0.000	5.402	1.191	2.750	1.248	3.160	**10**
0.000	5.488	1.334	2.710	1.176	3.140	**11**
0.006	2.888	1.301	2.400	1.351	3.130	**12**
0.038	2.137	1.805	2.320	1.215	3.120	**13**
0.000	4.608	1.459	2.080	1.283	3.110	**14**
0.008	2.751	1.439	1.700	1.248	3.060	**15**
0.001	3.548	1.213	1.580	1.279	3.050	**16**
0.001	3.500	1.586	1.400	1.274	3.030	**17**
0.000	5.579	1.601	1.030	1.060	4.010	**18**

The tabular t-value at the degree of freedom (52) and the level of significance (0.05) = 1.67

3- 4-7-1-2 Correlation of the paragraph score with the total score of the scale:
The correlation coefficient of the paragraph score with the scale was extracted through Pearson's simple correlation, as shown in Table (3).

Table (3) Shows the correlation of the paragraph score with the scale

s	correlation coefficient	indication type

[8] See supplement (3)
[9] Eble. R.l , op. cit, p.466.

1.	0.552	moral
2.	0.550	moral
3.	0.547	moral
4.	0.594	moral
5.	0.679	moral
6.	0.609	moral
7.	0.550	moral
8.	0.547	moral
9.	0.594	moral
10.	0.679	moral
11.	0.609	moral
12.	0.517	moral
13.	0.534	moral
14.	0.552	moral
15.	0.555	moral
16.	0.609	moral
17.	0.517	moral
18.	0.534	moral

The value of the tabular correlation coefficient at a degree of freedom (51) and a significance level of 0.05 = 0.27

3-4-7-1-2 The scientific bases of the scale:

3- 4-7-1-2-1 The validity of the content:

"Truthfulness, which is when the test measures the ability, characteristic, attitude, or willingness that the test was set to measure. That is, it actually measures what it intends to measure." [10]

By presenting the paragraphs of the scale to the experts and specialists to indicate its validity and the extent to which it measures the required characteristic.

3- 4-7-1-2-2 The construction is true:

By adopting the method of the two end groups (discrimination ability).

3-4-7-1-2-2 Consistency:

What is meant by the stability of the scale is "accuracy in measurement or observation and its non-contradictoriness and consistency in what it provides us with information about the behaviour of individuals." [11]

Through the half-partition of the test using Pearson's correlation coefficient, which does not give the value of stability for the whole test, and it was corrected by the Spearman-Brown equation. The value of the stability coefficient before correction was 0.765) and using the Spearman-Brown equation, the stability coefficient became (258.,)

3-4-7-1-2-3 Objectivity:

Objectivity means that "the test does not affect the change of the arbitrators and that the test gives the same results regardless of the evaluation of the test.[12]

Because there is a key to correct the scale according to grades (5-4-3-2-1) for the alternatives to the answer (excellent degree _ very good degree - good degree - medium degree - weak degree) in addition to the instructions of the scale and the clarity of its paragraphs, the scale prepared by the researcher is considered objective.

4-2-1 Presentation, analysis and discussion of the results:

Table (4) Shows the statistical indicators of the research sample

Arithmetic mean	Mediator	vein	skewness	standard error	Term
54	**55.08**	**47**	**0,34**	**0,67**	**60**

Table (5) It shows the arithmetic mean, the weighted mean, and the weight percentile of the scale items

s	the scale	Arithmetic mean	weighted mean	Weight percent

[10] Abd al-Rahim Abboudi: Measurement and Experimentation in Educational Psychology: (Beirut, Dar Al-Nahda Al-Arabiya, vol. 1974), pg. 54.

[11] Fouad Abu Hatab and others: Psychological Evaluation: Cairo, Anglo-Arab Library, 1978, p. 101.

[12] Muhammed Sobhi Hassanein: Measurement and Evaluation in Physical Education and Sports, Part 1, Edition 3, (Cairo, Dar Al-Fikr Al-Arabi, 1995, p. 202.

1	Teaching effectiveness	**53,44**	**50.341**	**54**

Table (5) shows us that the value of the arithmetic mean was (54), and the value of the weighted mean for the research sample was (50,341), while the weight percentile was (53.44).

s	to an excellent degree			To a very good degree			to a good degree		
	5	**Estimated total**	**The ratio**	**4**	**Estimated total**	**The ratio**	**3**	**Estimated total**	**The ratio**
1.	8	40	8	15	45	15	11	44	11
2.	5	25	5	14	42	14	10	40	10
3.	9	45	9	18	54	18	7	28	7
4.	8	40	8	13	39	13	13	52	13
5.	7	35	7	15	45	15	14	56	14
6.	4	20	4	21	63	21	15	60	15
7.	6	30	6	16	48	16	10	40	10
8.	11	55	11	17	51	17	9	36	9
9.	4	20	4	15	45	15	7	28	7
10.	17	85	17	16	48	16	15	60	15
11.	16	80	16	15	45	15	11	44	11
12.	17	85	17	24	72	24	12	48	12
13.	8	40	8	29	87	29	10	40	10
14.	11	55	11	21	63	21	14	56	14
15.	12	60	12	21	63	21	14	56	14
16.	13	65	13	22	66	22	17	68	17
17.	14	70	14	23	69	23	18	72	18
18.	12	60	12	19	57	19	19	76	19

s	moderately			to a weak degree						arrangement
	2	**Estimated total**	**The ratio**	**1**	**Estimated total**	**The ratio**	**Estimated total**	**weighted mean**	**Weight percent**	
1.	46	2.3	230	29	29	29	23	46	23	Twelfth place
2.	37.2	1.86	186	36	36	36	22	44	22	Eighteenth place
3.	45.6	2.28	228	29	29	29	18	36	18	Thirteenth place
4.	45.2	2.26	226	30	30	30	23	46	23	Fourteenth place
5.	44.2	2.21	221	32	32	32	22	44	22	Fifteenth place
6.	48.2	2.41	241	33	33	33	20	40	20	Tenth place
7.	43	2.15	215	30	30	30	18	36	18	Sixteenth place
8.	47.6	2.38	238	28	28	28	17	34	17	Eleventh place
9.	41.2	2.06	206	30	30	30	20	40	20	Seventeenth place
10.	53.6	2.68	268	30	30	30	22	44	22	Third place
11.	49.8	2.49	249	21	21	21	25	50	25	Eighth place
12.	54	2.7	270	31	31	31	24	48	24	Second place
13.	48.6	2.43	243	32	32	32	20	40	20	ninth place
14.	50	2.5	250	38	38	38	23	46	23	Seventh place
15.	50.4	2.52	252	25	25	25	23	46	23	Sixth place
16.	53	2.65	265	26	26	26	27	54	27	Fourth place
17.	54.6	2.73	273	32	32	32	25	50	25	first place
18.	52.6	2.63	263	24	24	24	21	42	21	Fifth place

The value of the weighted means of the scale was between an upper limit of (2.73) and a lower limit of (1.86) and a weight percentile of (54.6) as an upper limit and (37.2) as a lower limit. The paragraph (using modern educational techniques and information technology well) ranked first with a weighted average of (2.73) and a weight percentage of

(54.6). To discuss this, we say that the use of modern technologies in teaching and the use of information technology in a good manner is necessary and important for teachers, since the educational process is in a state of continuous development to keep pace with the rapid changes and the introduction of various modern means in teaching. Information to succeed in delivering the material to the learners in a good way and to achieve the teaching objectives.

As for the paragraph (informing him of the latest developments in teaching within his specialization, especially the laws of games and their amendments), it came in the order (2), with a weighted mean (2.7) and a weight percentile (54). To explain this, we must know that it is necessary for every teacher to be aware of the latest developments in teaching within his specialization, especially as far as it relates to the laws of games and their latest amendments, in order to be able to provide good academic content to learners and to have a store of modern information that enables him to answer the learners' inquiries and questions about the subject. study and its latest developments.

As for the paragraph (taking into account the achievement of the objectives of the curriculum established by the relevant authorities), the order is (3), with a weighted mean (2.68) and a percentage weight (53.6). This matter is logical and acceptable to a large extent. The curriculum prescribed for teaching in the faculties of physical education and sports sciences is a ministerial curriculum. It has been prepared by specialized committees, taking into account the educational stage of the learners and other surrounding circumstances that are factors affecting the educational process. Therefore, it has become necessary for the subject teacher to adhere to the curriculum decisions. study and to ensure that it is completed within the prescribed period according to fixed and pre-prepared timings.

As for the paragraphs that got the last ranks, they came in the following order:

The paragraph (continuous evaluation of learning outcomes) got the sixteenth rank with a weighted mean (2.15) and a weight percentage (43). It is known and familiar that every teacher is committed to a curriculum and has to evaluate the learning outcomes of his students according to this curriculum, but this evaluation is only the end of teaching and this matter is unacceptable as the teacher has to conduct an evaluation process before, during and after teaching to identify the level of his students on an on-going basis and to change the method of teaching used to ensure the required improvement.

While the paragraph (the teaching plan should be flexible enough to introduce the immediate variables) got the seventeenth rank with a weighted mean (2.06) and a percentage weight (41.2). We have already said that the curriculum prescribed for the faculties of physical education and sports sciences is a ministerial curriculum, and one of the mistakes that most teachers make is confusing the concept of change in the method of teaching and change in the vocabulary of the ministerial curriculum. To clarify this, we say, for example, if the teacher has a practical subject and requires training on it in The football field and due to exceptional circumstances such as rain, the teacher was unable to give the subject on the field. Here, the teacher must not postpone the lecture and violate the curriculum. Rather, he must, for example, use closed stadiums, futsal courts, for example, to give his lecture.

The paragraph (encouraging students to continuously develop their creativity and innovation) ranked eighteenth, with a weighted mean (1.86) and a percentage weight (37.2). There is no doubt that the political, economic and even social conditions that our dear country is going through have cast a shadow over the joints of the educational process. Unfortunately, we say that this happened in a negative direction, not a positive one, for many and complex issues, which made the teacher committed to giving the subject of the prescribed curriculum and not giving the issue of encouragement and recitation a large and important space. In the teaching process, taking into account the students' conditions and the lack of available resources that encourage creativity and creativity.

The remaining paragraphs obtained weighted means and varying weights, according to the responses of the induction sample, where they were distributed between the fourth rank and the fifteenth rank.

5- CONCLUSIONS AND RECOMMENDATIONS:

5-1 Conclusions:

1- The items of the scale were arranged differently and in different ranks, according to the point of view of the study sample.

2- The interest of the research sample was not equal with regard to its paragraphs.

2-5 Recommendations:

1- Providing the latest teaching developments in theoretical and applied sciences.

2- Providing appropriate means and tools for teachers, in proportion to the type of subject.

SOURCES:

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Appendix No. (1)

Teaching effectiveness assessment scale

s	Paragraph	Answer alternatives				
		Excellent degree	**Very good degree**	**To a good degree**	**To a moderate degree**	**To a weak extent**
19.	Taking into account the application of all learners to the content of the study material given by the teacher					
20.	Encouraging students to continuously develop their creativity and innovation					
21.	Using verbal and non-verbal means of communication with students					
22.	Continuous interaction with students to ensure their motivation to learn the subject matter					
23.	Proficiency in e-learning methods and tools					
24.	Use feedback before, during and after learning					
25.	Continuous assessment of learning outcomes					
26.	Taking into account the provision of a sample of the content of the study material by the teacher himself					
27.	The teaching plan should be flexible enough to introduce immediate variables					
28.	Taking into account the achievement of the objectives of the curriculum established by the relevant authorities					
29.	Linking the previous educational goals with the current goals when presenting the study material					
30.	Inform him of the latest developments in teaching within his specialization, especially the laws of games and their amendments					
31.	Taking into account individual differences among learners					
32.	Dealing wisely and calmly with various emotional situations during teaching					
33.	Continuously updating the educational goals according to the requirements of the stage					
34.	Using modern methods and strategies in teaching to deliver the material to learners in a better way					
35.	Good use of modern educational techniques and information technology					
36.	Taking into account inclusiveness in the preparation and implementation of the educational curriculum					