

Evaluating Educational Performance Quality of Physical Education Teachers in Maysan Governorate

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Abstract

Objectives. The objective of this research is to evaluate the quality of educational performance of physical education teachers in primary schools in Maysan Governorate. The research specifically aims to identify the requirements for quality performance across several dimensions, including personal and moral, professional, administrative and organizational, technical, and educational aspects. Furthermore, it seeks to highlight the obstacles and challenges faced by physical education teachers in achieving educational goals. By doing so, the study intends to contribute valuable insights toward improving the educational process to keep pace with scientific advancements and technological excellence.

Materials and Methods. The researcher employed a descriptive approach using the survey method to address the research problem. The study sample consisted of 100 randomly selected physical education teachers from primary schools located in Maysan Governorate for the academic year 2024–2025. To collect data, the researcher designed a comprehensive questionnaire intended to assess the quality of educational performance in the domains of personal and moral, professional, administrative and organizational, technical, and educational competencies. The scientific validity and reliability of the questionnaire were established to ensure the accuracy and trustworthiness of the findings. The main data collection experiment was conducted on December 8, 2024, and the collected data were processed using statistical methods appropriate for extracting significant results.

Results. The results of the study revealed that there is a notable lack of sports capabilities and sports equipment in the majority of the surveyed primary schools. Furthermore, the findings indicated a deficiency among physical education teachers regarding their ability to employ appropriate tests and measurement tools that effectively evaluate the objectives of physical education lessons. In addition, the study identified several professional, administrative, and educational shortcomings that negatively impact the quality and effectiveness of the physical education programs provided to students.

Conclusion. In conclusion, the study demonstrated that the quality of educational performance among physical education teachers in primary schools in Maysan Governorate is impeded by material shortages and professional deficiencies. To address these challenges, it is crucial to equip

schools with adequate sports facilities and equipment and to enhance the capabilities of teachers through targeted training on the use of evaluation tools and scientific measurement methods. Moreover, continuous professional development is essential to bridge the gaps in technical and educational skills. Improving these areas is vital to advancing the educational process and aligning it with contemporary scientific and technological developments.

Keywords : Educational Performance, Physical Education Teachers, Quality Assessment, Primary Schools, Maysan Governorate.

Introduction

Educational institutions aim to prepare individuals to perform specific roles within society. Among these institutions, faculties of physical education play a vital role in preparing students for careers in teaching, positioning the teacher as a fundamental pillar in the educational process (Qutaiba Younus, 2021). The teacher stands as one of the most important human elements within the teaching and learning process—arguably the most critical—serving as an effective and influential factor in achieving the goals of the educational system with greater efficiency and quality (Karasiévych et al., 2021).

The success of any educational plan largely depends on the teacher's responsiveness to its goals and their ability to translate these objectives into behavioral situations and educational experiences that foster students' comprehensive and integrated growth. As such, educational research consistently emphasizes the evaluation of teacher efficiency, mastery of teaching skills, and proficiency in fulfilling multiple educational roles. These aspects are key indicators of both the effectiveness of the educational process and the level of educational development within a society (Gustian et al., 2024).

In this context, Thompson and colleagues highlight the teacher's vital role as the faithful carrier of a nation's civilization and heritage. Specifically, the physical education teacher holds a unique position within the school, not only bearing the responsibility of preparing and nurturing the next generation but also establishing a strong, spirited connection with students through the inherently engaging nature of sports. This relationship grants the physical education teacher a distinguished status among other educators (Thompson et al., 2022).

Recognizing the significance and necessity of evaluating educational performance, this research focuses on designing a tool to assess the quality of physical education teachers' performance in Maysan Governorate. This evaluation aims to contribute to the development of physical education teachers, address prevailing issues, and build a comprehensive

understanding of their educational performance quality, thereby optimizing their capabilities and educational impact.

Despite advancements in the material and technical aspects of education, the teacher remains the cornerstone of educational development and improvement. However, teachers in Iraq, particularly in the primary schools of Maysan Governorate, face significant challenges and obstacles related to the nature of their work. These difficulties have spurred educational supervisors, specialists, and researchers to investigate strategies for overcoming the deficiencies in the current educational systems, striving to align with the standards and progress achieved by developed countries (Qutaiba, 2021).

Through the researcher's professional and field experiences as a physical education teacher in Maysan Governorate, supported by insights from supervisors and experts, noticeable deficiencies were identified in the educational performance quality of physical education teachers. This observation motivated the researcher to undertake an evaluation of the actual state of physical education lessons in Maysan Governorate, seeking a clear understanding of existing conditions and areas for improvement.

Research Objectives:

The primary aim of the research is to evaluate the quality of educational performance among physical education teachers in primary schools within Maysan Governorate. Specifically, the study seeks to:

- 1) Identify the personal and moral performance quality requirements for physical education teachers.
- 2) Determine the professional, administrative, and organizational performance quality requirements.
- 3) Examine the technical performance quality requirements.
- 4) Investigate the educational and applied performance quality requirements for physical education teachers.

Research Questions:

- 1) What are the requirements for the quality of personal and moral performance among physical education teachers in Maysan Governorate?
- 2) What are the requirements for the quality of administrative and organizational performance for physical education teachers in Maysan Governorate?
- 3) What are the requirements for the quality of technical performance for physical education teachers at the primary level in Maysan Governorate?

- 4) What are the requirements for the quality of educational and applied performance for physical education teachers in Maysan Governorate?

Materials and Methods

Study Participants.

The study population consisted of physical education teachers in primary schools in Maysan Governorate during the academic year 2024–2025. The total number of physical education teachers in the community was 494 teachers distributed across 417 schools.

The researcher selected a basic research sample randomly, totaling 100 physical education teachers, representing 20.24% of the total population. This sample size was considered sufficient to accurately represent the larger population. Additionally, an exploratory sample of 20 physical education teachers was selected from the same original population to conduct preliminary studies.

Table 1. shows the statistical description of the research community and the sample.

Research Groups	Research Community	Teachers Number	Percentage	Experience Years
Basic sample of physical education teachers in Maysan Governorate	494 teachers	100 teachers	20.24%	3 to 20 years
Exploratory sample of physical education teachers in Maysan Governorate	-	20 teachers	4.04%	-
Total	-	120 teachers	24.29%	-

The experience years of the participants ranged between 3 to 20 years, and their educational qualifications varied from diploma to bachelor's and master's degrees.

In terms of demographic characteristics, the research sample had the following averages:

Table 2. Research Sample Data According to Age and Years of Experience

Variables	Mean	Median	Standard Deviation
Age	30.18	29	6.63
Experience Years	8.72	9	3.28

Study organization.

To construct the evaluation tool, the researcher first determined the main axes and sub-axes for evaluating the quality of educational performance based on reviewing scientific references and previous studies on teaching methods. These axes were validated by

presenting them to 11 experts specializing in physical education curricula and teaching methods.

The experts' opinions regarding the appropriateness and validity of the evaluation axes are summarized in the following table:

Table 3. Percentage of Expert Opinions on the Axes of Evaluating the Quality of Educational Performance.

Main and Themes of Questionnaire	Sub- of the	Suitable (%)	Not Suitable (%)	To be Modified (%)	Integration with Another Axis (%)	Drafting After Modification or Merging (%)
Elements of performance quality / personality		100%	-	-	-	-
Elements of performance / organizational and administrative		100%	-	-	-	-
Elements of performance quality / technical		82%	-	-	18%	-
Elements of performance / educational and applied		100%	-	-	-	-
Elements of performance / ethics		55%	-	45% (merged with personality)	-	-
School activities (internal and external)	sports (internal)	73%	-	27% (suggested modifications)	-	-

The researcher finalized 4 main axes and 3 sub-axes, resulting in a questionnaire of 80 items after refinement. The distribution of questionnaire phrases before and after modification is shown below:

Table 4. The Relative Importance of Main Axes on the Elements of Quality Educational Performance.

No.	Axes	Percentage	Number of Phrases Before Modification	Number of Phrases After Modification
1	Elements of performance / personal and ethical	100%	11	8
2	Elements of performance / organizational and administrative	100%	12	10
3	Elements of performance quality / technical	100%	12	9
4	Elements of performance / educational and applied	100%	65	53

Statistical analysis.

All statistical analyses were conducted using **SPSS** software to ensure the accuracy and reliability of the study results. Several statistical techniques were employed throughout the analysis. **Means** were calculated to measure the central tendency of the participants' responses, providing an overall picture of the data distribution. To examine the relationships between variables, the **simple correlation coefficient (Pearson)** was applied. Additionally, the **Spearman-Brown split-half method** and the **Guttman split-half reliability method** were utilized to estimate the internal consistency and reliability of the questionnaire. To further confirm reliability, the **Alpha Cronbach coefficient** was computed, offering a comprehensive measure of the scale's internal consistency. Descriptive statistics such as **percentages** were used to describe the distribution of responses, while **chi-square tests** were conducted to assess differences among categorical variables. Moreover, **weighted ratios** were calculated to determine the relative importance of questionnaire items.

The scientific validity and reliability of the questionnaire were thoroughly assessed through internal consistency and stability tests. As presented in **Tables 5 and 6**, all correlation coefficients exceeded the critical value of 0.444 at the 0.05 significance level, confirming the internal consistency validity of the instrument. In terms of reliability, **Table 7** demonstrated that all Cronbach's Alpha values ranged between **0.833 and 0.990**, indicating a very high level of reliability across the various axes of the questionnaire. These findings collectively affirm that the questionnaire is a robust and reliable tool for evaluating the quality of educational performance among physical education teachers.

Results

1. Results of the First Question

What are the requirements for the quality of personal and moral performance of physical education teachers in Maysan Governorate?

Table 5. *Percentage and Chi-Square of the research sample opinions on the requirements of performance quality (personal and ethical) (n = 100)*

Phrases	Always		Often		Sometimes		Rarely		Never		Estimated grade	Estimated Percentage	Chi-Square
	Number	%	Number	%	Number	%	Number	%	Number	%			
1	19	19%	42	42%	18	18%	11	11%	10	10%	349	69.80%	33.5
2	25	25%	24	24%	32	32%	16	16%	3	3%	352	70.40%	24.5
3	23	23%	44	44%	16	16%	14	14%	3	3%	370	74.00%	46.3
4	23	23%	38	38%	19	19%	16	16%	4	4%	360	72.00%	30.3

5	25	25%	35	35%	25	25%	10	10%	5	5%	365	73.00%	30.0
6	20	20%	35	35%	23	23%	12	12%	10	10%	343	68.60%	19.9
7	33	33%	22	22%	20	20%	19	19%	6	6%	357	71.40%	18.5
8	10	10%	22	22%	27	27%	29	29%	12	12%	289	57.80%	14.9

Chi-Square value at 0.05 = 11.07

It is clear from Table 8 that by comparing calculated Chi-Square values for each statement with the tabular Chi-Square value of 11.07, there are significant differences between the opinions and responses of the research sample for all phrases.

2. Results of the Second Question

What are the requirements for the quality of organizational and administrative performance of physical education teachers in Maysan Governorate?

Table 6. Percentage and Chi-Square of the opinions of the research sample on the requirements of performance quality (organizational and administrative) ($n = 100$)

Phrases	Always		Often		Sometimes		Rarely		Never		Estimated grade	Estimated Percentage	Chi-Square
	Number	%	Number	%	Number	%	Number	%	Number	%			
1	18	18%	31	31%	35	35%	13	13%	3	3%	340	69.60%	34.4
2	22	22%	34	34%	18	18%	14	14%	12	12%	371	68.00%	15.2
3	28	28%	36	36%	19	19%	13	13%	4	4%	302	74.20%	31.3
4	19	19%	20	20%	38	38%	18	18%	5	5%	359	66.00%	27.7
5	21	21%	41	41%	18	18%	16	16%	4	4%	268	71.80%	35.9
6	11	11%	15	15%	19	19%	41	41%	14	14%	287	53.60%	29.2
7	23	23%	38	38%	21	21%	13	13%	5	5%	378	72.20%	30.4
8	28	28%	38	38%	20	20%	12	12%	2	2%	364	75.60%	38.8

		%	%	%	%								
9	25	25	29	29	33	33	11	11	2	2%	344	72.80%	34.0
		%	%	%	%								
10	20	20	26	26	34	34	18	18	2	2%	326	68.80%	28.0
		%	%	%	%								

Chi-Square value at 0.05 = 11.07

3. Results of the Third Question

What are the requirements for the quality of technical performance of physical education teachers in Maysan Governorate?

Table 7. Percentage and Chi-Square of the opinions of the research sample on the requirements of quality of performance (technical) (n = 100)

Phrases	Always	Often		Sometimes		Rarely		Never		Estimated grade	Estimated Percentage	Chi-Square	
		Number	%	Number	%	Number	%	Number	%				
1	18	18	21	21	42	42	12	12	7	7%	331	74.40%	36.1
2	29	29	33	33	22	22	13	13	3	3%	372	76.40%	29.6
3	21	21	28	28	35	35	10	10	6	6%	348	71.60%	29.3
4	23	23	31	31	29	29	15	15	2	2%	358	72.20%	28.0
5	26	26	35	35	19	19	14	14	6	6%	361	75.00%	24.7
6	26	26	41	41	20	20	8	8%	5	5%	375	76.80%	42.3
7	31	31	36	36	21	21	10	10	2	2%	384	75.00%	40.1
8	26	26	37	37	24	24	12	12	1	1%	375	66.00%	38.3

9	22	22	31	31	20	20	9	9%	18	18	330	72.40%	12.5
		%		%		%				%			

Chi-Square value at 0.05 = 11.07

Discussion

1. Discussion of the First Question

The findings emphasize the importance of personal and moral attributes among physical education teachers. The highest-rated statement—highlighting patience and emotional stability—demonstrates that teachers are expected to manage educational situations with calmness and resilience. This aligns with the views of Melnyk et al. (2021), who highlighted the teacher's critical role in supporting students' development across multiple dimensions.

Additionally, the significance placed on maintaining appropriate personal appearance (sports uniforms) reflects societal expectations for teachers to model professionalism and discipline. However, the lower emphasis on sincerity suggests a potential gap between values and observable behaviors among teachers, which may require further reinforcement through training and professional development.

2. Discussion of the Second Question

Organizational and administrative skills are crucial for physical education teachers, as highlighted by the participants' responses. The top-rated skill—effective contribution to organizing and managing internal and external activities—confirms the necessity of involving students in structured activities that complement formal curricula. Karasievych et al. (2021) support this by emphasizing the role of both indoor and outdoor activities in promoting comprehensive student development.

Moreover, while teachers showed strength in preparation and administrative procedures, lower commitment to adhering to school systems points to an area needing improvement. Strengthening institutional discipline may enhance the overall organizational efficiency in schools.

3. Discussion of the Third Question

The technical competencies of physical education teachers are vital to ensuring safe and effective instruction. The high ratings for recognizing correct movements and designing diverse activities demonstrate teachers' awareness of student needs and their capacity to tailor programs accordingly. Yang et al. (2022) emphasized that considering students' needs and tendencies is a hallmark of effective education, aligning well with these findings.

The lower percentage associated with sequencing motor skills suggests that teachers may need more targeted training in structuring skill acquisition logically, a crucial component in mastering physical abilities.

4. Discussion of the Fourth Question

Lesson planning skills are foundational to the success of educational and applied performance. Effective planning ensures that learning objectives are clearly defined, activities are purposefully designed, and students' developmental needs are systematically addressed. Further analysis will detail specific competencies related to planning, implementation, and evaluation within the educational and applied contexts.

Conclusions.

Based on the results of this research, and in light of the methodology used, as well as considering the limitations of the sample and the data collection tools, the researcher arrived at several important conclusions. First, it was found that the personality of the physical education teacher, along with their quality in performing assigned tasks, plays a significant and prominent role in the successful implementation of the physical education curriculum in primary schools across Maysan Governorate. The effectiveness of the teacher's personal and professional qualities directly impacts the students' engagement and learning outcomes.

However, the study also highlighted a noticeable lack of commitment among many teachers regarding adherence to wearing proper sports uniforms. This issue appears to stem from the weak enforcement of regulations and recommendations, compounded by insufficient follow-up from specialized supervisors. Despite this, internal and external sports activities have received considerable attention from teachers, particularly in nurturing the abilities of outstanding students through activities and competitions that align with their talents and interests.

On the other hand, a major challenge identified was the widespread lack of sports capabilities and equipment across most schools, which significantly hampers the ideal implementation of the practical components of physical education lessons. Adding to this concern, there is a notable deficiency among physical education teachers regarding the use of appropriate tests and measurements that could accurately assess the objectives and outcomes of the physical education curriculum.

Nonetheless, a positive finding of the study was the strong, constructive relationship between physical education teachers and their students, which was observed to significantly enhance students' motivation toward learning. Finally, it was noted that teachers

demonstrated a clear commitment to managing the time structure of lessons, especially concerning the punctual start and proper conclusion of the activities.

Recommendations

In light of the conclusions reached, the researcher recommends several measures to enhance the quality of physical education teaching. First, it is suggested to utilize the developed questionnaire as a tool to evaluate the educational performance of physical education teachers, enabling supervisors to better identify strengths and weaknesses in teacher performance and to offer constructive guidance. Furthermore, teachers should be directed and encouraged to adhere to regulations concerning the wearing of sports uniforms, considering their role as models for their students, and supervisors should emphasize this aspect during follow-ups.

Additionally, the establishment of specialized training programs aimed at improving the educational performance of physical education teachers, both across Iraq and particularly in Maysan Governorate, is strongly recommended. Such programs should integrate advanced educational technologies to equip teachers with modern teaching skills in line with international quality standards.

Finally, urgent attention should be given to improving the infrastructure by providing the necessary sports equipment and supplies. This is essential to ensure the optimal development and delivery of physical education lessons in primary schools throughout Maysan Governorate.

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Conflict of interest

Have no conflict of interest to declare.

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