

A strategic vision of criteria for determining instructional approaches to raise the performance level of physical education instructors in the Babylon Governorate

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Abstract

The study aims to create a strategic vision for the criteria for determining instructional techniques in order to improve the performance of physical education instructors in schools, youth organizations, and sports organizations. The parameters impacting the selection of acceptable teaching techniques for physical education instructors in schools, youth organizations, and sports clubs were determined. The descriptive approach was chosen by the researcher due to its fit for achieving the research's purpose, the research community, and the research sample. The research community consists of physical education instructors from the Babylonian provinces. The researcher gathered the study sample at random, which consisted of (186) persons, and after distributing the questionnaire, the inaccurate questionnaires were eliminated, resulting in the research sample reaching (170) individuals. In order to examine the obtained data, the researcher employed the Spss statistical software tool. In other hand, descriptive statistical methods were used to compute the arithmetic mean, standard deviation, and Skewness coefficients for the study sample's replies to the final version of the questionnaire. The researcher reached the conclusion that it was produced by a set of criteria.

- The first criterion (teaching competency) was satisfied with (8) phrases, and the factorial variance % for the satiated phrases was (51,711), which is deemed the largest variance percentage for the extracted criteria. The second requirement (technique) was fulfilled with (8) expressions, and the percentage of factorial variance for the satiated expressions was calculated. (10,013).

- With (8) expressions, the third condition (method) was satisfied, and the proportion of the factorial variance for the satiated phrases was calculated. (6,546).

The researcher presented a number of recommendations:

- Benefit from the vision attained while selecting current teaching techniques in educational institutions, youth organizations, and sports organizations to raise performance levels.
- Developing criteria for selecting current teaching techniques that are distinguished by the ability to handle change, development, and innovation in the inventive personality, as well as the ability to successfully manage the lesson.

- The aim of the search:

The research intends to provide a strategic vision of criteria for selecting instructional techniques in order to improve the effectiveness of physical education instructors in schools, youth organizations, and sports organizations through:

- Identifying the characteristics that impact the selection of effective teaching techniques for physical education teachers in schools, youth organizations, and sports organizations.

Search Queries:

The researcher answers the following questions in light of the study objective:

- 1- What are the influencing criteria for determining instructional approaches to improve teacher performance in schools, youth, and sports organizations?
- 2- What is the strategic aim for the criteria for selecting instructional approaches to enhance teacher performance in schools, youth organizations, and sports organizations?

Keywords: strategic vision, instructional techniques, teacher performance.

The strategy:

It refers to the origins of leadership in which there is no crookedness, as it is high-level planning, including a military or political strategy that guarantees the achievement of goals by using certain means, and then this word was used in various fields in various walks of public life.

Standards:

It represents the knowledge of individuals who have competence in their profession and understand the demands of the organizations they represent, such as manufacturers, dealers, purchasers, consumers, trade groups, users, or regulators.

Teaching Methods:

A collection of concepts and methods utilized in the educational process that often involves class participation, recitation, memory, and practical demonstration, or a mix of these. The choice of teaching technique or methods to be utilized is mostly determined by the knowledge or skills being taught, although it can also be impacted by the students' own competency and passion.

Search procedures:

Research Methodology:

The descriptive technique was utilized by the researcher because it was appropriate for the study purpose, the research community, and the research sample:

The study community comprises physical education instructors at Babylonian schools, and the researcher selected the research sample at random.

It has a strength of (186) hundred and eighty-six people, and after distributing the questionnaire, inaccurate questionnaires were deleted, thus the study sample was reduced to (170) hundred and seventy people.

Data collecting instrument:

The researcher constructed a questionnaire form (prepared by the researcher) by:

1- The findings of the exploratory study: a standardized personal interview was conducted with the goal of determining the dimensions of the problem and the essential elements of the research topic.

2- Examine scientific texts and references on teaching approaches, as well as the findings of earlier Arab and international investigations.

This resulted in the drafting and formulation of (62) phrases that corresponded to the aims and study sample.

And submitting it in its first version to experts for their feedback on its validity and suitability for the research's objective and sample,

The phrases that received less than 70% agreement from the experts were removed.

The total number of eliminated sentences was four.

As a result, the questionnaire was prepared to be in its final form before to legalization, with (58) fifty-eight sentences.

The researcher advised adopting a three-point Likert scale to correct the questionnaire: "yes" (3) three degrees, "to some extent" (2) two degrees, and "no" (1) one degree.

(A) Questionnaire scientific transactions (Annex 5):

(1) The content's validity:

Because the proportion of expert opinions on the questionnaire statements ranged from 40% to 100%, four number phrases (14, 26, 50, 54) were excluded because they scored less than 70%.

(2) The internal consistency's validity:

The correlation coefficients between the score of each statement and the total score of the questionnaire varied from (0.67:0.93) to (0.67:0.93). (0.86).

They are all statistically significant correlation coefficients, indicating that the questionnaire's internal consistency is legitimate.

B - Consistency:

The reliability coefficients for the questionnaire's expressions ranged from (0.69 to 0.87), and the total reliability coefficient for the questionnaire was (0.83), indicating that all of the stability coefficients of the statements are high, indicating the questionnaire's validity and reliability.

Schedule of research:

The application was between (6/10/2021 pm and 10/22/2021 pm) for the survey sample, and between (5/11/2021 pm and 10/1/2022 pm) for the basic sample.

Results presentation, discussion, and interpretation:

The factorial analysis results and their interpretation:

The researcher analyzed the collected data using the SPSS statistical software package, where descriptive statistical methods were used to calculate the arithmetic mean, standard deviation, and skewness coefficients of the research sample responses to the questionnaire that was applied in its final form, beginning to be used in the factor analysis, as shown in Table (1).

Table 1 illustrates the arithmetic means, standard deviations, and deviation coefficients of the questionnaire responses from the research sample. (N-170)

| No. | Arithmetic mean | Standard deviation | Torsion coefficients | No. | Arithmetic mean | Standard deviation | Torsion coefficients |
|-----|-----------------|--------------------|----------------------|-----|-----------------|--------------------|----------------------|
| 1 | 2,45 | 0644 | 0764- | 22 | 2,46 | 607. | 645.- |
| 2 | 2,52 | 0698 | -1,140 | 23 | 2,43 | 593. | 474.- |
| 3 | 2,51 | 0588 | 0776- | 24 | 2,44 | 615. | 623.- |
| 4 | 2,60 | 0579 | -1,136 | 25 | 2,45 | 625. | 701.- |
| 5 | 2,63 | 0584 | -1,330 | 26 | 2,44 | 625. | 680.- |
| 6 | 2,62 | 0585 | -1,300 | 27 | 2,47 | 617. | 750.- |
| 7 | 2,48 | 0617 | 0771- | 28 | 2,48 | 598. | 687.- |
| 8 | 2,51 | 0598 | 0778- | 29 | 2,45 | 625. | 701.- |
| 9 | 2,42 | 0520 | 0666- | 30 | 2,48 | 608. | 754.- |
| 10 | 2,32 | 0561 | .081- | 31 | 2,44 | 633. | 693.- |
| 11 | 2,48 | 0598 | .687- | 32 | 2,48 | 598. | 687.- |
| 12 | 2,55 | 0596 | .945- | 33 | 2,47 | 597. | 643.- |
| 13 | 2,48 | 0598 | .687- | 34 | 2,43 | 604. | 540.- |
| 14 | 2,45 | 0616 | .664- | 35 | 2,48 | 598. | 687.- |
| 15 | 2,48 | 0598 | .687- | 36 | 2,57 | 613. | -1,128 |

| | | | | | | | |
|----|------|------|-------|----|------|------|--------|
| 16 | 2,57 | 0604 | 1,090 | 37 | 2,55 | 625. | -1,085 |
| 17 | 2,39 | 0599 | .420- | 38 | 2,46 | 617. | 707.- |
| 18 | 2,45 | 0607 | .645- | 39 | 2,57 | 614. | -1,128 |
| 19 | 2,46 | 0607 | .666- | 40 | 2,48 | 608. | 732.- |
| 20 | 2,48 | 0598 | .687- | 41 | 2,45 | 616. | 664.- |
| 21 | 2,48 | 0598 | .665- | 42 | 2,47 | 607. | 710.- |

Table (1) illustrates the arithmetic means, standard deviation, and skewness coefficients of the research sample's questionnaire responses (n = 170).

| Phrase Number | Arithmetic mean | Standard deviation | Torsion coefficients | Phrase Number | Arithmetic mean | Standard deviation | Torsion coefficients |
|---------------|-----------------|--------------------|----------------------|---------------|-----------------|--------------------|----------------------|
| 43 | 2,56 | 614. | 1,102 | 51 | 2,47 | 597. | 665.- |
| 44 | 2,48 | 607. | 732.- | 52 | 2,55 | 605. | -1,013 |
| 45 | 2,47 | 598. | 665.- | 53 | 2,46 | 607. | 666.- |
| 46 | 2,47 | 617. | 728.- | 54 | 2,49 | 598. | 709.- |
| 47 | 2,45 | 615. | 664.- | 55 | 2,58 | 592. | -1,101 |
| 48 | 2,58 | 602. | -1,143 | 56 | 2,45 | 616. | 685.- |
| 49 | 2,49 | 627. | 829.- | 57 | 2,56 | 615. | -1,077 |
| 50 | 2,44 | 670. | 817.- | 58 | 2,40 | 629. | 555.- |

Table 1 shows:

All of the questionnaire's standard deviation scores are smaller than their arithmetic mean. All categories of the study sample have moderately distributed expressions, indicating that the replies are free of non-moderate distribution flaws.

According to this, the skewness coefficients for all of the sentences utilized are near zero. This suggests that the approach utilized to choose the words was suitable, as well as its applicability to the research sample.

After that, the environmental correlation matrix of the extracted criteria was calculated, and Table (2) shows this. Table (3) is the inter-correlation matrix of the extracted criteria (n = 170)

| Calibrator | The first criterion | Second criterion | Third criterion | Fourth criterion | Fifth criterion | Sixth Standard | Seventh Standard |
|----------------------------|----------------------------|-------------------------|------------------------|-------------------------|------------------------|-----------------------|-------------------------|
| The first criterion | 1,00 | | | | | | |
| Second criterion | 0,517 | 1,00 | | | | | |
| Third caliber | 0,492 | 0,555 | 1,00 | | | | |
| Fourth criterion | 0,491 | 0,522 | 0,464 | 1,00 | | | |
| Fifth criterion | 0,476 | 0,480 | 0,449 | 0,477 | 1,00 | | |
| Sixth Standard | 0,610 | 0,639 | 0,639 | 0,552 | 0,514 | 1,00 | |
| Seventh Standard | 0,130 | 0,182 | 0,153 | 0,115 | 0,220 | 0,082 | 1,00 |

The (0.05) = 0.138 tabular correlation coefficient

Table (2) shows:

At a substantial level (0.05), there is a statistically significant association between the requirements = (0.138). The matrix included (21) coefficients, one of which had a positive association with a percentage of (100%).

Table (3) shows the results of the basic components method (Harold Hotelling) used to analyze the inter-correlation matrix of the extracted criteria and to show the values of the prevalence of the questionnaire statements, the latent root and variance for each extracted criterion, and the total variance of the criteria before the oblique rotation.

Table (3) Statistically Significant Factorial Matrix (N-170)

| Standards Phrases | The first criterion | Standard Second | Standard Third | Standard Fourth | Standard Fifth | Standard Sixth | Standard Seventh |
|-------------------|---------------------|-----------------|----------------|-----------------|----------------|----------------|------------------|
| | | | | | | | 0.696 |
| | | 0.776 | | | | | |
| | | | | | | | 0.771 |
| | | | 0.690 | | | | |
| | | | | | | | 0.811 |
| | | | | | 0.596 | | |
| | | | | 0.820 | | | |
| | | | 0.748 | | | | |
| | 0.920 | | | | | | |
| | | | | | | 0.562 | |
| | | 0.963 | | | | | |
| | | | | | | 0.472 | |
| | | | | | | 0.703 | |
| | | | | 0.856 | | | |
| | | | | | | | 0.963 |
| | | | 0.855 | | | | |
| | | | | | | | 0.851 |
| | 0.918 | | | | | | |
| | | | 0.858 | | | | |
| | | | | 0.963 | | | |
| | | | | | | 0.712 | |
| | 0.918 | | | | | | |
| | | 0.930 | | | | | |
| | | | | | | 0.404 | |

| | | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | | | | | | 0.893 |
| | | | 0.898 | | | | |
| | | | 0.855 | | | | |
| | | 0.963 | | | | | |
| | | | | 0.899 | | | |
| | | | | | | 0.788 | |
| | | | | 0.910 | | | |
| | | 0.963 | | | | | |
| | | | | | | 0.807 | |
| | | | | | 0.865 | | |
| | | | | 0.963 | | | |
| | 0.960 | | | | | | |
| | | | 0.826 | | | | |
| | | | | | 0.967 | | |
| | 0.960 | | | | | | |
| | | | | | | 0.855 | |
| | | | | | | | 0.966 |
| | | | | | 0.853 | | |
| | | | | 0.851 | | | |
| | | | | | 0.959 | | |
| | | 0.969 | | | | | |
| | | | | 0.794 | | | |
| | 0.966 | | | | | | |
| | | | | | 0.942 | | |
| | | | | | | | 0.643 |
| | | | | | | | 0.683 |
| | | 0.970 | | | | | |

| | | | | | | | |
|--|--------------|--------------|--------------|--|--------------|--------------|--|
| | 0.955 | | | | | | |
| | | | | | 0.835 | | |
| | | 0.967 | | | | | |
| | | | | | | 0.686 | |
| | 0.928 | | | | | | |
| | | | | | 0.964 | | |
| | | | 0.734 | | | | |

The second criterion (20,184), third criterion (8,980), fourth criterion (8,773), fifth criterion (8,097), sixth criterion (7,011), and seventh criterion (7,011) were all met. (6,291). The overall variance ratio for the seven extracted criteria is (83,963), and with this step, the statistically significant factorial matrix for the questionnaire terms was attained, as shown in Table (4):

Table (4) Statistically Significant Factorial Matrix (N-170)

| No. | Phrase Number | Phrase | Saturation value |
|------------------------------|---------------|--------|------------------|
| 1. | 47 | | 0.966 |
| 2. | 36 | | 0.960 |
| 3. | 39 | | 0.960 |
| 4. | 52 | | 0.955 |
| 5. | 56 | | 0.928 |
| 6. | 9 | | 0.920 |
| 7. | 18 | | 0.918 |
| 8. | 22 | | 0.918 |
| Total saturation of the norm | | | 51.711 |

Table (5) presents:

Saturation on the first criterion (8) sentences were organized in descending order based on their criterion saturation value. The criterion's proportion of total factorial variance was (51,711).

This outcome, according to the researcher, is due to the appreciation of current teaching techniques with ease and simplicity in lesson plan execution. As a result, student standards are rising in accordance with progress in wealthy countries. Eventually should be able to employ current teaching techniques. In order to be fully informed of the requirements of the educational process, to consider students' capacities when teaching, and to encourage the use of current techniques.

The importance of teaching methods in various educational and educational institutions and their role in improving the level of performance of learners was confirmed by the results of the study (Labib, 2017) and the study (2000. Kue) on the importance of teaching methods in various educational and

educational institutions and their role in improving the level of performance of learners. The researcher also relates this finding to the fact that he must understand the institution's aims in order to assure their accomplishment. He must also be interested in new teaching approaches at an educational institution. Students are also encouraged to incorporate physical education teachings in the classroom.

As a result, teaching approaches have become essential for justifying students' behavior, mobilizing their energies and skills, and guiding them in the appropriate path toward reaching aims. This conclusion is similar to the findings of (Azmy and Abdel-Hakam, 2015) and (Abdel-Maqsoud, 2006), which concluded that there is an urgent need for factors for selecting current teaching techniques.

Table (6) Observed saturations on the second criterion (delegation) (n = 170)

| No. | Phrase Number | Phrase | Saturation value |
|-------------------------------------|---------------|--------|------------------|
| 1 | 51 | | 0.970 |
| 2 | 45 | | 0.969 |
| 3 | 54 | | 0.967 |
| 4 | 11 | | 0.963 |
| 5 | 28 | | 0.963 |
| 6 | 32 | | 0.963 |
| 7 | 23 | | 0.930 |
| 8 | 2 | | 0.776 |
| Total saturation of the norm | | | 10.013 |

Table (6) demonstrates:

Saturation on the second criteria (8) sentences were organized in descending order based on their criterion saturation value. The criterion's proportion of total factorial variance was (10,013). According to the researcher, this result can be ascribed to the fact that physical education teachers are accountable for more than just overseeing and guiding pupils. Furthermore, the instructor must understand the pupils' unique strengths and use them to their advantage through various teaching approaches.

Essentially must also recognize their performance flaws and work to enhance and improve them. A teacher who prioritizes growing his own abilities and performance while ignoring the requirements of his students is not regarded as a successful teacher.

Because of the study (Murad, 2014), the instructor must decide which jobs he may delegate to pupils while also recognizing their capacities and providing them adequate time. This is what the study's findings (Abdul Hafez, 2014) recommended, indicating that work should be done to improve the teacher's ability due to its direct relationship and positive impact on raising the level of student performance and considering it as one of the measures used to evaluate students' performance to encourage them to increase creativity and not rely on the teacher himself doing all of the work.

(Ghoneim, 2004) mentions that among the advantages of applying modern teaching methods is the development of creativity among teachers, as they make them feel their importance in an educational institution. Their participation in discussing and resolving work problems within the organization allows them to become familiar with the organization's work methods, preparing them to be creative

and excellent in this organization. (Ghunaim 9: 2004). The concept of selecting teaching techniques is based on the teacher's willingness to contribute and define the educational institution's aims. As consequence, workers are mentally healthier since their function is not confined to simply submission and compliance to the institution's orders and instructions. It is more important that they play a positive role in determining work systems and procedures that are relevant to them and their interests. Therefore, the use of modern teaching methods in all their forms enhances creativity and development in educational institutions.

Table (7): Saturations observed on the third criteria (decision making) (n = 170)

| No. | Phrase Number | Phrase | Saturation value |
|-------------------------------------|---------------|--------|------------------|
| 1 | 26 | | 0.898 |
| 2 | 19 | | 0.858 |
| 3 | 16 | | 0.855 |
| 4 | 27 | | 0.855 |
| 5 | 37 | | 0.826 |
| 6 | 8 | | 0.748 |
| 7 | 58 | | 0.734 |
| 8 | 4 | | 0.690 |
| Total saturation of the norm | | | 6.546 |

Table (7) shows that:

Saturation on the third criteria (8) phrases were grouped in descending order based on the value of their saturation on the criterion, and the percentage of total factorial variance for the criterion was calculated. (6,546).

Due to the researcher, this is due to the interweaving of changing influences in all aspects of life. These elements combined to create an educational environment in which instructors were expected to replace traditional teaching techniques with innovative ones focused on creativity and openness. This occurred in a highly competitive setting. This is congruent with the findings of (Tony and Abdel-Hafez, 2012) and (Abdul-Maqsood, 2006), both of which highlighted the significance of the instructor adopting his speaking styles in their selection process.

As a result, one of the main aspects or the foundation for updating the educational system is the educational process, as the educational institution provides an optimal setting for generating an educated, conscious generation. The study (Labeeb, 2017) confirmed that decision-making is an organized process and that any approach is ultimately the consequence of an integrated effort of thoughts and ideas.

As a result, the effective technique enables instructors to be productive members of their teams, to expand their knowledge, and to be self-sufficient in their personalities. The instructor must recognize that his power stems from the approach he employs. Subsequently cannot be strong unless he is capable of building the institution and making decisions. This is congruent with the study findings (Othman, 2015), which show that the instructor has to develop his ability to detect issues, analyze them, and apply current scientific approaches.

Fourth standard: (solving problems and crises):**Table (8) the saturations seen on the fourth criterion (dealing with crises and solving problems) (n=170)**

| No. | Phrase Number | Phrase | Saturation value |
|-------------------------------------|---------------|--------|------------------|
| 1 | 20 | | 0.963 |
| 2 | 35 | | 0.963 |
| 3 | 31 | | 0.910 |
| 4 | 29 | | 0.899 |
| 5 | 14 | | 0.856 |
| 6 | 43 | | 0.751 |
| 7 | 7 | | 0.820 |
| 8 | 46 | | 0.794 |
| 9 | 20 | | 0.963 |
| Total saturation of the norm | | | 5.038 |

Table (8) shows:

Saturation on the fourth criteria (8) phrases were ordered in descending order based on their criterion saturation value. The criterion's proportion of total factorial variance was (5.038). The researcher credits this conclusion to the relevance of modern teaching methods in dealing with educational development, where physical education teachers must stay up with progress and attain the intended goals. Where physical education pervades many scenarios and issues, putting the teacher in contact with many types of people and complex forms of crises. In certain circumstances, he must take a specific action or make a decision. As a result, it has no bearing on pupils' performance or ability to achieve. The study proved this. This was confirmed by the study (2014.Gareet) that all sports facilities require specialists with effective competencies to succeed.

Therefore, the researcher believes that in educational institutions that can cope with the current development, their teachers must rely on modern teaching methods. Continuous improvements must be made to develop programs that are based on training and education based on building the foundations of positive interaction between all individuals working in various job positions on the one hand, and the policies and systems approved on the other hand strike a balance between the functional, psychological, and social roles of the working individuals, and this was confirmed by the results of the study (Hawkins 2002) that the choice of teachers for modern methods of teaching has a significant and important impact on the development of the general climate of the school.

The fifth criterion (human relations):

Table (9) Observed saturations on the fifth criterion (human relations) (N-170)

| No. | Phrase Number | Phrase | Saturation value |
|-------------------------------------|---------------|--------|------------------|
| 1 | 38 | | 0.967 |
| 2 | 57 | | 0.964 |
| 3 | 44 | | 0.959 |
| 4 | 48 | | 0.942 |
| 5 | 34 | | 0.865 |
| 6 | 42 | | 0.853 |
| 7 | 53 | | 0.835 |
| 8 | 6 | | 0.596 |
| Total saturation of the norm | | | 4.343 |

Table (9) Shows:

Saturation on the fifth criteria (8) phrases were placed in descending order based on their criterion saturation value. The criterion's proportion of total factorial variance was (4.343). All of these statements on how to interact with employees have one thing in common. Teachers at educational institutions must be familiar with current teaching approaches, particularly when confronted with internal and external challenges. As a result, it's our opinion that one of the most important reasons for educational institutions' success is instructors' engagement in innovative methodologies. This is because of their exceptional ability to communicate their expertise. According to (Labib, 2017), teaching is the process of moving a group of people in a specified and planned path by inspiring them to act via choice. And that teaching has an influence role (Labib, 11:2017); Tony and Abdel Hafez (2012) state that teaching effectiveness is dependent on the teacher's capacity to cope with instructional approaches. Students are motivated to study with a clear desire to attain specified goals when they develop a love of work and use their efforts in a coordinated manner toward the goals established by the teacher (Tony and Abdel Hafez, 2012: 4).

The teaching method of (Faten Al-Ghazou, 2009) is defined as the process of persuading the students to love the lesson and to contribute to the achievement of the desired goals (Al-Ghazou, 2009: 26).

This result, according to the researcher, is also due to the fact that physical education teachers must persuade students of their beliefs and encourage them to reach the distinguishing achievement that makes them proud of themselves. They want to improve their abilities and provide frequent advice and support to help them do their jobs more efficiently. Furthermore, they are focusing on creating social bonds and relationships in order to construct physical education programs and offer them new skills.

The sixth criterion is: (Creativity and Development)

Saturations on the sixth criteria (creativity and development) are shown in Table (10) (N-170)

| No. | Phrase Number | Phrase | Saturation value |
|-------------------------------------|---------------|--------|------------------|
| 1 | 40 | | 0.855 |
| 2 | 33 | | 0.807 |
| 3 | 30 | | 0.788 |
| 4 | 21 | | 0.712 |
| 5 | 13 | | 0.703 |
| 6 | 55 | | 0.686 |
| 7 | 10 | | 0.562 |
| 8 | 12 | | 0.472 |
| 9. | 24 | | 0.404 |
| Total saturation of the norm | | | 3.610 |

Table (10) Shows:

Saturation on the sixth criterion (9) sentences listed in descending order based on their saturation on the criterion. The criterion's proportion of total factorial variance was (3,610). The result, according to the researcher, is due to the fact that recent trends within sports institutions depend heavily on new training techniques. There has to be a forward-thinking future vision that promotes for strengthening the efficacy and strength of the educational system by fostering creativity and innovation. This is accomplished by breaking free from stagnation and sticking to the text of the law.

On the other hand, giving instructors all of the information and procedures they require for growing in their existing job. This would allow them to abandon the outdated teaching approaches that have proliferated throughout sports institutions.

The findings of a study (Tony and Abdel Hafez, 2012) on the importance of developing criteria for selecting and selecting modern teaching methods under the auspices of Egyptian university students distinguished by the ability to manage change, development, creativity, and an innovative leadership personality confirm this. Whereas (Al-Serafy, 2006) emphasizes the significance of instructors wanting to improve their creative and original talents, which aid in the development of physical education lessons, as well as making available and offering numerous suggestions to develop their teaching approach and style. (Al-Serafy, 2006: 18).

The researcher attributed this result to instructors' ability to arrange work schedules due to their flexibility to pick their teaching technique. This gives kids the ability to make judgments regarding the lesson. Within these educational institutions, the nature of the lesson is conventional and lacks new performance. Furthermore, teachers must allow students to give non-traditional developmental solutions in the class, in addition to giving the student the ability to pick the skill with which he works.

According to the findings of the research (2005.patsy), the teacher should be able to keep up with the technological revolutions that are taking place, in addition to the pupils with whom he works in the classroom.

Seventh Standard: (Planning and Evaluation):

Table (11) the saturations seen on the seventh standard (planning and evaluation) (N-170)

| No. | Phrase Number | Phrase | Saturation value |
|-------------------------------------|---------------|--------|------------------|
| 1 | 41 | | 0.966 |
| 2 | 16 | | 0.963 |
| 3 | 25 | | 0.893 |
| 4 | 17 | | 0.851 |
| 5 | 5 | | 0.811 |
| 6 | 3 | | 0.771 |
| 7 | 1 | | 0.696 |
| 8 | 50 | | 0.683 |
| 9. | 49 | | 0.643 |
| Total saturation of the norm | | | 2.710 |

Saturation on the seventh criterion comprised of 9 phrases organized in descending order based on their criterion saturation value. The criterion's proportion of total factorial variance was (2.710). The researcher relates this result to the significance of physical education instructors having access to information and skills when utilizing current teaching approaches. This is illustrated by examining abilities that can increase performance's strengths, shortcomings, opportunities, and risks. Establish a timeline for the activities to be accomplished, as well as the regulations and procedures that instructors must follow in order to complete the essential tasks. The research backs this approach. (2012). Tony and Abdel Hafez and the research (2002, Maclean).

They all emphasized the requirement of planning the capacity for choosing teachers for various instructional techniques. This was due to the type of materials used in this research. In accordance with (Abu Al-Nasr, 2009), teaching is one of the roles related to planning, direction, development, and modernization, and it is a critical component in activating the educational system in order to perform its job and achieve its aims. (Abu Al-Nasr, 2009: 9).

As (Darwish et al., 2009) remind eliminated in order to have standards for managing a physical education session, numerous principles must be considered in planning, organizing, and managing it using current techniques capable of achieving its objectives. The aims to be attained are defined by an interest in the scientific planning of diverse initiatives, institutions, and organizations. It is also concerned with establishing the techniques, means, and capabilities required to achieve the objectives. (Darwish et al., 2009: 39).

The researcher additionally attributes this result to the importance of evaluation for physical education teachers by comparing the objectives with the actual results and providing the necessary information to

complete the evaluation process accurately, as well as the participation of all supervisors in evaluating the activities and the ability to fix any deviations that arise as a result of the evaluation process in a timely manner.

Vision suggestion:

The researcher formed this vision as a consequence of the study processes and research topic, as well as the sample constraints. He then presented and discussed the results, examined the data, and analyzed the theoretical framework. There is a philosophy, importance, aims, and processes for achieving the suggested vision as part of the proposed vision. (Appendix 7).

Conclusions:

As a result of conducting a factor analysis, the criteria for evaluating modern teaching methods were developed to determine the level of performance of teachers in educational institutions and educational institutions. A total of seven criteria were accepted and categorized based on their relative importance and their saturation levels for each standard.

- The first criterion (teaching competence) was satisfied with (8) phrases, and the percentage of factorial variance for the satiated phrases was (51,711). It is considered the highest variance percentage of the extracted criteria.

The second criterion (method) was satisfied with (8) expressions, and the percentage of the factorial variance for the satiated expressions was (10,013).

- The third criterion (method) was satisfied with (8) expressions, and the percentage of the factorial variance for the satiated phrases was (6,546).

- The fourth criterion (dealing with crises and solving problems) was satisfied by (8) phrases, and the percentage of factorial variance for the satiated phrases was (5.038).

The fifth criterion (human relations) was satisfied with (8) expressions, and the percentage of factorial variance for the satiated phrases was (4,343).

- The sixth criterion (creativity and development) was satisfied with (9) phrases, and the percentage of factorial variation for the phrases that were satisfied with it was (3,610).

- The seventh criterion (planning and evaluation) has saturation with (9) expressions, and the percentage of the factorial variance for the satiated phrases is (2,710), which is the lowest saturation value among the criteria and represents the seventh and final criterion.

- The seven extracted criteria are the criteria for selecting teaching methods to develop teachers' performance in educational institutions, youth, and sports bodies, and the research sample.

Recommendations:

Benefiting from the vision reached when selecting modern teaching methods in educational institutions and youth and sports bodies to develop performance.

- Conducting other studies in the same field and conducting factor analysis on various physical education and sports institutions.

- The development of criteria for selecting modern teaching methods that are characterized by the ability to manage change, develop creativity, and manage lessons effectively.

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