

# The Percentage of Self-management Contribution to the Professional Adequacy of Physical Education Teachers

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## Abstract

Therefore, the researchers wanted to know the nature of the relationship between self-management and the professional adequacy of teachers of physical education in order to help those interested in teacher affairs to develop appropriate plans to advance the educational process. The research aimed to identify the reality of self-management and the professional adequacy enjoyed by the members of the research sample and to identify the relationship between self-management and the professional adequacy enjoyed by the members of the research sample and the percentage of the contribution of self-management in this relationship.

The researchers used a descriptive approach to the survey method and correlations, due to its relevance and the nature of the present study. Information and data were collected from the research community and represented by physical education teachers in middle schools of the General Directorate of Education for Babil Governorate. After collecting the data and statistically processing them, the most important conclusions were reached:

1. Physical education teachers in the schools of the Babil Governorate Center enjoyed good management and high levels of professional competence in their field of work, which they assessed on the basis of their achievement.
2. There is a positive correlation between the themes of self-management and the professional competence of physical education teachers.
3. Planning is the most important aspect of the self-management scale that contributes to professional competence and the least areas of self-management contribute to professional sufficiency. The balance was for teachers of physical education.

**Keywords:** *Self-management, professional adequacy and physical education.*

## Introduction

The physical education teacher is one of the prominent pillars in the educational process because it has a vital role in establishing the rules of scientific knowledge and moral values among students, so the

teacher requires self-management through the teacher's interaction with his environment and his proper training and psychological development. It occurs in an atmosphere in which the teacher is able to be able to accept himself and in this way, the teacher becomes able to improve the quality of life and improve his personality by taking advantage of his capabilities and capabilities and defining his goals accurately and working to pursue its achievement.

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Therefore, faculty members should be characterized by distinct characteristics and adopt various educational method when dealing with students that stem from their professional sufficiency, which leads to providing

educational climates through which the educational process outputs can be accessed. Therefore, the researchers wanted to know the nature of the relationship between self-management and the professional adequacy of teachers of physical education in order to help those interested in teacher affairs to develop appropriate plans to advance the educational process.<sup>1</sup>

The assessment of the adequacy of the teacher is an objective function, a tool and a scientific method aimed at making judgments about the extent to which the educational process achieves its goals and objectives. The importance of the teacher evaluation in revealing the teacher’s influence in the educational process is demonstrated. And reveal the deficiencies, if any and suggest the appropriate means and work to achieve educational goals. Educational and teaching competencies are one of the main aspects of evaluating the teacher’s professional performance and the availability of teaching competencies and the teacher’s ability to show us indicators of the possibility of an indirect evaluation of teacher preparation programs. The supervisors, educational specialists and the first teachers with field experience in highlighting the teaching competencies of the teachers and teachers of physical education for the middle school stage.<sup>2</sup>

**Research objectives:**

1. Knowing the reality of self-management and the professional competence of the members of the research sample.

2. Knowing the relationship between self-management and the professional adequacy enjoyed by members of the research sample and the percentage of self-management’s contribution to this relationship.

**Research hypotheses:**

1. There is a statistically significant relationship between self-management and professional adequacy in the research sample.
2. There are different contribution rates for the self-management components of the professional adequacy of the research sample.

**Research fields:**

- The human field: middle school teachers to teach physical education in Babil Governorate.
- Time: 11/11/2019 to 4/3/2020.
- Spatial field: middle schools in Babil Governorate.

**Research methodology and field procedures**

**Research Methodology:** The researchers used a descriptive approach to the survey method and correlations, due to its relevance and the nature of the present study.

**Research community and samples:** Information and data were collected from the research community represented by physical education teachers in middle schools affiliated to the General Directorate of Education for Babil Governorate and table (1) shows that.

**Table 1. Shows the distribution of community members and research samples and percentages for each sector**

Sr. No.	Section	Research community		Sample reconnaissance		Sample preparation			
		N	Percentage	N	Percentage	N	Percentage	N	Percentage
1	Hilla	93	40.08%	6	6.45%	58	62.36%	58	62.36%
2	Hashemite	54	23.2%	6	11.11%	34	62.96%	34	62.96%
3	Musayyib	42	18.10%	4	%9.52	26	61.90%	26	61.90%
4	Mahaweel	43	18.53%	4	%9.30	27	62.79%	27	62.79%
<b>Total</b>		<b>232</b>	<b>100%</b>	<b>10</b>	<b>4.31%</b>	<b>145</b>	<b>62.5%</b>	<b>145</b>	<b>62.5%</b>

**Search tools and devices used:** (Interview, questionnaire, Arab and foreign sources, 1 electronic stopwatch, data download forms, pens).

**Field research procedures:**

**Validity of the paragraphs of the self-management scale for physical education teachers:** In order to identify the validity of the paragraphs related to self-management in the research sample, the researchers

presented a questionnaire that includes the 44 paragraphs of the above-mentioned scale. The researchers found that all paragraphs were significant under the significance level of 0.05 and the degree of freedom (1) and table (2) shows that.

**Table 2. Shows opinions of experts and specialists about the validity of the paragraphs of the self-management scale**

S	Paragraph	Validity		Calculated (Chi square)	Type of significance
		Suitable	Unsuitable		
1	1-2-3-4-5-7-12-13-14-17-19-22-23-24-25-26-28-28-33-35-37-38-39-44	9	0	9	Sig.
2	8-9-10-11-15-16-18-20-21-30-31-31-34-36-40-41-42-43	8	1	5.444	Sig.

**The validity of the paragraphs of the professional sufficiency scale for physical education teachers:** In order to identify the validity of the paragraphs related to self-management in the research sample, the researchers presented a questionnaire containing the (52) paragraphs

of the above-mentioned scale to the experts and specialists. The researchers found that all items were significant below the significance level of (0.05) and the degree of freedom 1 and Table (3) shows that.

**Table 3. Shows opinions of experts and specialists about the validity of the paragraphs of the professional proficiency scale**

S	Paragraph	Validity		Calculated (Chi square)	Type of significance
		Suitable	Unsuitable		
1	1-3-5-6-7-8-9-10-10-12-13-14-16-16-17-20-20-22-23-25-28-28-30-3033-34 35-36-37-38-39-41-42-43-45-46-47-48-49	9	0	9	Sig.
2	2-4-15-18-21-24-24-31-31-40-4-4-50-52-52	8	1	5.444	Sig.

**Pilot study:** In order to verify the scientific weight of the two scales (self-management, professional sufficiency), the exploratory experiment that took place on 11/11/2019 and the experiment was repeated on 11/11/2020 must be repeated on a sample consisting of (10) teachers studying physical education in Babylon .

the pilot study on 11/11/2019 and returned it on 11/11/2020, i.e. between the experiment and 30 days in order to ensure stability. The researchers extracted the Pearson correlation coefficient, as it had a self-management scale of 0.95 and a significance level of 0.01 which is a lower level From the 0.05 level specified for accepting error, the measure of professional adequacy was Pearson’s correlation coefficient between his experiment and his experiment was repeated by 0.94 and at the significance level of 0.01 which is a level lower than the 0.05 level determined to accept the error.<sup>3</sup>

**Validity of the two scales (self-management, professional competence):** The researchers used the validity of the content by presenting the two scales in a questionnaire to the experts and specialists. The two scales confirmed their validity.

**Objectivity of the two scales (self-management, professional competence):** The researchers put a number of repeated paragraphs in the original paragraphs

**Stability of the two measures (self-management, professional competence):** The researchers conducted

of the two scales and noted that the repeated paragraphs gave the same answers as the members of the research sample at 100%, which means that the two scales were highly objective.<sup>4</sup>

**The main experience:** The researchers conducted the main experiment on 15/1/2020, based on the findings

of the exploratory experiment from results on a sample of 145 teachers in order to tabulate the data for conducting the presentation, analysis and discussion.

**Statistical means:** The researchers used the SPSS statistic to analyze the results and the most prominent laws used were (Chi square), mean, standard deviation, Pearson correlation coefficient.

### Results and Discussions

Through the main experiment, the researchers were able to collect and schedule data for presentation, analysis and discussion.

**Table 4. Shows the descriptive statistics indicators to measure the areas of self-management and the dimensions of performance evaluation form**

S	Variables	Mean	SD	Skewness	
1	Self-Management Scale	Planning	32.24	4.38	0111
		Time management	35.88	4.22	0.718
		Self-assurance	44.38	4.922	0511
		Balance	31.44	3.981	0.630
		Connection	36.231	4.086	0.128
2	Professional competence	363.49	25.58	-0.39	

Through table (4) we note that the arithmetic mean for the axes of the scale of self-management (planning, time management, self-confidence, balance, communication) and professional adequacy respectively (32.24, 35.88, 44.38, 31.44, 36.231, 363.49) and with a standard

deviation is the same in the same order For the researched variables (4.38, 4.22, 4.922,3.981, 4.086,25.58), as for the Skewness, all of it was zero, which means that it is distributed in a moderate distribution.<sup>5</sup>

**Table 5. Shows the correlations, the percentage of contribution of the fields of self-management and the professional adequacy of the research sample**

Self-management areas	Correlation value	Error percentage	Type of significance	Contribution rate
Planning	0.810**	0.0022	Sig.	0.656
time management	0.663**	0.0041	Sig.	0.439
Self-assurance	0.791**	0.0031	Sig.	0.625
Balance	0.619**	0.0043	Sig.	0.383
Connection	0.633**	0.004	Sig.	0.40

**Note:** The sign (\*\*) means that the association was high and with a low error rate, i.e. less than 0.01

Table (5) shows the correlation values of the fields of self-management with the professional sufficiency of physical education teachers, which are (planning, time management, self-confidence, balance, communication)

and their correlation values were in order (0.810, 0.663, 0.791, 0.619, 0.633) and by error ratios were all less of 0.05, which means that all of the correlations were of a significant and statistic characteristic. And if we notice

the percentage of the contribution of planning with vocational sufficiency was relatively high and estimated at (0.656) and this indicates that there is a high correlation between the field of planning and vocational sufficiency among teachers of physical education in middle schools in Babil province and this is what confirms that there is a vision and desire among physical education teachers behind getting on achievements within festivals, symposia and conferences and following up the developments of the educational process.<sup>6</sup>

As the pursuit according to a deliberate scientific planning to reach a good educational productivity leads to a suitable professional competence for that.<sup>7</sup> As for time management, his contribution rate was (0.439), with the professional adequacy of the research sample, in keeping pace with modern scientific developments through its preparation of the scientific material and its appropriateness not Amar students and preparing it for weekly, monthly and yearly plans to study physical education and its suitability to the conditions and capabilities of the school and researchers attribute this to the commitment of teachers of physical education In middle schools in the province of Babel, study physical education to be consistent and responsive to the needs and aspirations of society and the extent of their knowledge of the scientific subject and the extent of their relevance to reality and the available capabilities.<sup>8</sup>

As for the field of self-confidence, the percentage of its contribution to professional adequacy (0.625) is relatively good, as there is a desire of physical education teachers to pay attention to the performance of their duties and commitment to preparing records for the lesson of physical education and contribute to solving obstacles facing students and contribute to creating a good state of respect And commitment within the school.<sup>9</sup> As for balance, his contribution rate with professional adequacy was (0.383). Attention of the teacher by the educational institution and the development and motivation of self-management has according to plans based on scientific foundations that increase the strength and control of the physical education teacher on events and situations and this is reflected positively on career performance. Finally, with regard to the communication field, its contribution rate is (0.40) and that the evaluation process and their analysis of performance constitutes a positive step as it assesses the extent of progress and demonstrates the need for additional development and for new evaluation provisions from the viewpoint of teachers who practice the work and the result is a cause for the satisfaction of

the supervisor, director and education teachers of sports, which leads to the practice of teachers not their activities more effectively.<sup>10</sup>

## Conclusions

Physical education teachers in the schools of the Babil Governorate Center enjoyed good management and high levels of professional competence in their field of work, which they assessed on the basis of their achievement. There is a positive correlation between the themes of self-management and the professional competence of physical education teachers. Planning is the most important aspect of the self-management scale that contributes to professional competence and the least areas of self-management contribute to professional sufficiency. The balance was for teachers of physical education.

**Ethical Clearance:** The Research Ethical Committee at scientific research by ethical approval of both MOH and MOHSER in Iraq.

**Conflict of Interest:** Non

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