The Extent of Applying Effective Teaching Skills in Teaching Physical Education

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Abstract

This study aimed to identify the extent of applying effective teaching skills in teaching physical education. The researcher employed the descriptive survey method, and the study population consisted of all the students in enrolled in physical education teaching methods course during the first semester of the academic year 2018/2019 (N=83). The study sample consisted of all the study population participants (100%). A 35-item questionnaire was constructed, specially designed for the effective teaching skills (classroom management, planning, teaching aids, implementation, and evaluation). The scientific coefficients of the study instruments were calculated through obtaining the content validity and reliability (0.91); the means, standard deviation, T-test and One Way ANOVA to obtain the differences of the means and answer the questions. The results showed statistically significant differences at the (P≤0.05) level in the means of the effective teaching skills by gender, in favor of the males. There were statistically significant differences in the effective teaching skills, by academic years, in favor of the first year, and second years, respectively. The results further showed statistically significant differences in the effective teaching skills by academic department, in favor of the sport rehabilitation department.

Keywords: Physical education teachers; Skills; Effective teaching.

1. Introduction

Modern education sought for taking care of educational structure to be more harmonic and responsive to the rapid changes, and to train teachers to keep up with the accelerating scientific advancements, in order to implement the contemporary educational requirements (Abed Al Baqi et al., 2011). In this globalization era, the tasks and roles of physical education teachers have become weightier. The teachers’ readiness, mastery of their field of study, and responsibilities become the greatest asset to the realization of effective teaching and learning processes. Professional teachers are demanded to be ready and master either their field of study or the thorough design of their teaching and learning programs. Apart from that, the dynamics of the students’ learning and teachers’ guidance are the result of the teaching and learning activity manifestations in the classroom. For this reason, it is undeniable that the teachers should possess the knowledge, ability, and skills in applying accurate teaching methodologies and approaches. The professional teachers’ competence should be combined with their abilities to comprehend the students’ dynamic behavior and development, considering that more and more problems are arising in the physical education field (Nyak and Saifuddin, 2017).

Teaching in modern age depends on many scientific and educational bases, which all aim at the development and preparation of the students in all the physical, psychological, social and educational areas. Physical education is one of the humane studies oriented toward the development of the experiences of these areas, through learning physical skills that affect the teaching process to ensure its success (Oudat, 2015). Moreover, it is an important means to achieve the social development in the modern communities (D’oum and Ananza, 2012). And it is a worldwide professional task to which the teacher is committed through planning, implementation, and evaluation to help the learners achieve products of the instruction process. In addition, this task should be observable and measurable in order to improve its quality. It is a human process endeavoring to achieve the planned goals beforehand; as planning plays an effective role in forming the balanced personality of the learner from all its physical, psychological, social and educational aspects (Al Dary and Al Haek, 2011; Goudas et al., 2006).

Modern educational orientations appeared in the field of teacher qualification, which focused on the good teacher's properties, including the teaching behavior, verbal and applied interaction between the teacher and the student, and regulating the practical teaching plans (Halas, 2007). Physical education is deemed as one of the modern education aspects, and an integral part of it. And It is an application field, aiming at achieving the comprehensive development of both the individual and community of all their aspects, in a manner that guarantees the formation of the integrated learner's personality in terms of the physical, mental, emotional and social features; which could be realized by practicing a variety of physical activities that might be chosen based on well-studied scientific bases. Therefore, it is necessary to keep pace with the successive developments, to continue the building procedures, and advance through using modern teaching styles (Al-Wedyan, 2012; Yasin, 2012).

Effective teaching is an organized scientific effort based on the teacher-learner participation in meaningful and diversified educational experiences, through the active interaction between the surrounding environment and contributing to solve its problems (Abu Samor, 2015). In addition, it is not only related to goal achievement, but also the teachers should engage the physical education lesson in such an educational method that guarantees pleasure and
enjoyment of the physical education lesson time, and achieving both the motor and practical sides of the process (Oudat, 2016).

Effective teaching requires taking series of decisions based on the curriculum, the students and alignment between them, as well as effective planning and the use of aids supporting teaching (Ibrahim, 2010). The educational supervisor is the general supervisor in the educational process regulation and planning, to implement the curriculum and teach and train teachers on active teaching style, and high-quality teaching (Francesco et al., 2019; Oudat and Althayneh, 2014). The teacher is the cornerstone of the educational process, as he/she provides the students facts, concepts, rules, and directs them to the use of their mental, emotional and skill abilities. The teacher is capable to share his information and knowledge with his students, in an easy and understandable way. In this concern, the teacher's effectiveness is connected to certain characteristics, such as: ability in effective communication, providing the comfortable teaching environment, focuses on the students' teaching, provoking motivation, and regulating the teaching material (Young and Shaw, 1999).

Throughout the researcher's work in educational process and supervising the field training students, he noticed a shortcoming and fluctuation in applying the effective teaching skills (classroom management, planning, teaching aids, implementation, and evaluation). Therefore, the researcher made this study to identify to the extent of applying effective teaching skills in teaching physical education. The significance of this study rests in that it highlights the importance of applying the effective teaching skills, and teachers' possession of these skills; and identifying the effect extent of the (gender, academic year, academic department).

1.1. Objectives
1- Identifying to the extent of applying effective teaching skills in teaching physical education (Classroom Management, Planning, Teaching Aids, Implementation, and Evaluation).
2- Identifying the differences in the extent of applying effective teaching skills in teaching physical education, by the (gender, academic year, academic department).

1.2. Questions
1- What is the extent of applying effective teaching skills in teaching physical education (classroom management, planning, teaching aids, implementation, and evaluation)?
2- Are there statistically significant differences at (P≤0.05) level in the extent of applying effective teaching skills in teaching physical education, by the (gender, academic year, academic department)?

2. Methods
2.1. Participants
The researcher used a descriptive design using survey methodology due to its relevance to the nature of this study. The study population consisted of all the students in enrolled in physical education teaching methods course during the first semester of the academic year 2018/2019 (N=83).

2.2. Variables
The independent variables of the study are; gender (male, female); academic year (first year, second year, third year, fourth year); academic department (Coaching and Sport Management, Sport Rehabilitation). On the other hand, the dependent variables are the effective teaching skills (classroom management, planning, teaching aids, implementation, and evaluation).

2.3. Instrument
A questionnaire about the effective teaching skills was constructed consisting of (35) items already distributed over five skills: (classroom management, planning, teaching aids, implementation, and evaluation). The questionnaire copies were distributed and collected in the education directorates during the period from Oct, 01, 2018 and Dec, 03, 2018, after obtaining the participants' consent in advance. The field-training students helped in the process of distributing and collecting the questionnaires. The researcher adopted the tripartite classification in measurement as follows: Mean (1.00-1.66): low level, percentage: (33.33%-55.33%), Mean (1.67-2.33): medium level, percentage: (55.67%-77.67%), Mean (2.34-3.00): high level, percentage (78.00%-100%).

2.4. Psychometric Properties
2.4.1. Analyses
Data analyses were performed by using (The instrument validity was verified by presenting it to five specialists in physical education teaching field, who made certain comments, which the researcher carried them out after making the required amendments. The reliability coefficient was calculated using Cronbach's Alpha (0.91). And using (SPSS) to Descriptive statistics (i.e., M, SD, T-Test, and One-Way ANOVA) to answer the questions

3. Results
The results of the first question "What is the extent of applying effective teaching skills in teaching physical education (classroom management, planning, teaching aids, and implementation, and evaluation)?" Tables (1, 2, 3, 4, 5, and 6) illustrate this.
Table 1. Results of (M, SD, %) to the effective teaching skills concerning the classroom management skill

| Item                                                      | M    | SD  | %    | Level |
|-----------------------------------------------------------|------|-----|------|-------|
| Encourages order and accepts responsibility.              | 2.55 | 0.59| 85.00| High  |
| Committed to apply skills as per the teacher’s guide.     | 2.40 | 0.57| 80.00| High  |
| Suitably divides the time during lesson period.            | 2.28 | 0.60| 76.00| Medium|
| Takes into consideration the security and safety factors during teaching. | 2.26 | 0.58| 75.33| Medium|
| Observes implementation of the basic formations.           | 2.23 | 0.62| 74.33| Medium|
| Encourages students to adhere to putting on the sports uniform. | 2.22 | 0.54| 74.00| Medium|
| Encourages the dialogue method.                            | 2.10 | 0.56| 70.00| Medium|
| Overall                                                   | 2.29 | 0.58| 76.33| Medium|

The overall mean of the items of the classroom management skill was medium (2.29); and the items stating, "Encourages order and accepts responsibility", and "Committed to apply skills as per the teacher’s guide", respectively, were in high level. And the rest of the items were in medium level.

Table 2. Results of (M’s, SD’s, %) to the effective teaching skills concerning the planning skill

| Item                                                      | M    | SD  | %    | Level |
|-----------------------------------------------------------|------|-----|------|-------|
| Explains the short and long-term teaching products.       | 2.50 | 0.57| 83.33| High  |
| Diversifies in the teaching plans and strategies.         | 2.31 | 0.52| 77.00| Medium|
| Observes the different evaluation strategies plan.        | 2.26 | 0.58| 75.33| Medium|
| Explains the teaching, cognitive, psychological and emotional products in the plan. | 2.25 | 0.62| 75.00| Medium|
| Explains the performance standards of the teaching productions. | 2.24 | 0.58| 74.67| Medium|
| Observes the time division of the plans according to the academic semester. | 2.20 | 0.54| 73.33| Medium|
| Sets plans that are compatible to the school abilities.   | 2.18 | 0.59| 72.67| Medium|
| Overall                                                   | 2.28 | 0.57| 76.00| Medium|

The overall mean of the items concerning the planning skill is medium (2.28). The item providing, "Explains the short and long-term teaching products", was with a high level. In this concern. And the rest of the items were in medium level.

Table 3. Results of (M, SD, %) to the effective teaching skills concerning the teaching aids skill

| Item                                                      | M    | SD  | %    | Level |
|-----------------------------------------------------------|------|-----|------|-------|
| Explains the importance of using the teaching aids.       | 2.38 | 0.57| 79.33| High  |
| Uses technology in teaching.                              | 2.29 | 0.56| 76.33| Medium|
| Provides abilities for the lesson.                        | 2.27 | 0.60| 75.67| Medium|
| Uses different pictures and shapes in teaching.           | 2.26 | 0.62| 75.33| Medium|
| Engages the students in preparing the teaching aids.      | 2.24 | 0.59| 74.67| Medium|
| Uses the various formations during teaching.              | 2.23 | 0.62| 74.33| Medium|
| Encourages students to use the electronic means.          | 2.21 | 0.64| 73.67| Medium|
| Overall                                                   | 2.27 | 0.60| 75.67| Medium|

The overall mean of the teaching aids skill is medium (2.27). The item providing, "Explains the importance of the use of the teaching aids", came with high level. And the rest of the items were in medium level.

Table 4. Results of (M’s, SD’s, %) to the effective teaching skills concerning the Implementation Skill

| Item                                                      | M    | SD  | %    | Level |
|-----------------------------------------------------------|------|-----|------|-------|
| Links the information one with the other.                 | 2.51 | 0.61| 83.67| High  |
| Diversifies in the student enhancement methods.           | 2.30 | 0.60| 76.67| Medium|
| Implements the lesson parts properly.                     | 2.27 | 0.57| 75.67| Medium|
| Observes the individuals differences among the students.  | 2.21 | 0.56| 73.67| Medium|
| Practices the regulatory aspects.                         | 2.20 | 0.58| 73.33| Medium|
| Works for the development of the students' responses.     | 2.16 | 0.60| 72.00| Medium|
| Encourages the students to participate in implementing certain axes of the lesson. | 2.15 | 0.57| 71.67| Medium|
| Overall                                                   | 2.26 | 0.58| 75.33| Medium|

The overall mean of the implementation skill is medium (2.26). The item providing, "Links the information one with the other", came with high level. And the rest of the items were in medium level.
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Table-5. Results of (M's, SD's, %) to the effective teaching skills concerning the evaluation skill

| Item                                      | M    | SD  | %    | Level |
|-------------------------------------------|------|-----|------|-------|
| Uses different teaching evaluation methods | 2.36 | 0.57| 78.67| High  |
| Engages the students in the evaluation process | 2.26 | 0.55| 75.33| Medium |
| Takes into account the lesson results in the evaluation tools | 2.24 | 0.61| 74.67| Medium |
| Considers diversification in the evaluation process | 2.22 | 0.58| 74.00| Medium |
| Evaluates the students seriously.         | 2.20 | 0.54| 73.33| Medium |
| Encourages the students for self-evaluation. | 2.17 | 0.62| 72.33| Medium |
| Uses cognitive and applied exams.         | 2.15 | 0.58| 71.67| Medium |
| Overall                                   | 2.23 | 0.58| 74.33| Medium |

The overall mean of the items concerning the evaluation skill was medium (2.23). The item providing, "Uses different teaching evaluations methods", was with high level. And the rest of the items were in medium level.

Table-6. Results of (M's, SD's, %) of the Effective Teaching Skills, Arranged in a Descending Order

| Teaching Skills          | M    | SD  | %    | Level |
|--------------------------|------|-----|------|-------|
| Classroom Management.    | 2.29 | 0.58| 76.33| Medium |
| Planning.                | 2.28 | 0.57| 76.00| Medium |
| Teaching Aids            | 2.27 | 0.60| 75.67| Medium |
| Implementation           | 2.26 | 0.58| 75.33| Medium |
| Evaluation.              | 2.23 | 0.58| 74.33| Medium |
| Overall                  | 2.27 | 0.58| 75.67| Medium |

The effective teaching skills level was medium in all the skills, with a (2.27) mean and (75.67%) relative significance.

The results related to the second question "Are there statistically significant differences at (P≥0.05) level in the extent of applying effective teaching skills in teaching physical education, by the (gender, academic year, and academic department)? Tables (7, 8, 9, 10, and 11) illustrate this.

Table-7. T Results of the effective teaching skills by Gender

| Teaching Skills          | Gender | M    | SD  | T    | P   |
|--------------------------|--------|------|-----|------|-----|
| Classroom Management     | Male   | 2.36 | 0.43| 4.85 | 0.000 |
|                          | Female | 2.20 | 0.49|      |      |
| Teaching Aids            | Male   | 2.23 | 0.39| 4.98 | 0.000 |
|                          | Female | 2.08 | 0.43|      |      |
| Planning                 | Male   | 2.28 | 0.38| 5.43 | 0.000 |
|                          | Female | 2.12 | 0.44|      |      |
| Implementation           | Male   | 2.27 | 0.40| 5.00 | 0.000 |
|                          | Female | 2.12 | 0.41|      |      |
| Evaluation               | Male   | 2.25 | 0.40| 5.00 | 0.000 |
|                          | Female | 2.10 | 0.46|      |      |
| Overall                  | Male   | 2.28 | 0.36| 5.86 | 0.000 |
|                          | Female | 2.12 | 0.40|      |      |

There were statistically significant differences at (P≤0.05) level in the means of the effective teaching skills by gender, in favor of the males; as the calculated T Value was (5.86) with (0.000) significance level.
Table 8. T Results of the effective teaching skills by academic year

| Teaching Skills       | Academic Year | M    | SD  |
|-----------------------|---------------|------|-----|
| Classroom Management  | First Year    | 2.27 | 0.47|
|                       | Second Year   | 2.26 | 0.49|
|                       | Third Year    | 2.08 | 0.45|
|                       | Fourth Year   | 2.06 | 0.47|
| Teaching Aids         | First Year    | 2.17 | 0.43|
|                       | Second Year   | 2.17 | 0.41|
|                       | Third Year    | 2.03 | 0.39|
|                       | Fourth Year   | 2.09 | 0.41|
| Planning              | First Year    | 2.21 | 0.43|
|                       | Second Year   | 2.20 | 0.44|
|                       | Third Year    | 2.07 | 0.40|
|                       | Fourth Year   | 2.11 | 0.44|
| Implementation        | First Year    | 2.20 | 0.41|
|                       | Second Year   | 2.21 | 0.42|
|                       | Third Year    | 2.08 | 0.38|
|                       | Fourth Year   | 2.12 | 0.47|
| Evaluation            | First Year    | 2.18 | 0.44|
|                       | Second Year   | 2.18 | 0.46|
|                       | Third Year    | 2.06 | 0.41|
|                       | Fourth Year   | 2.08 | 0.48|
| Overall               | First Year    | 2.21 | 0.44|
|                       | Second Year   | 2.20 | 0.44|
|                       | Third Year    | 2.10 | 0.41|
|                       | Fourth Year   | 2.10 | 0.45|

Means and standard deviations of the effective teaching skills by academic year. To identify whether the differences between the means were statistically significant, the One-way-ANOVA analysis was employed. Table (9) shows this.

Table 9. ANOVA Results in the Effective Teaching Skills by academic year

| Teaching Skills       | Source of Variance | Sum of Squares | Gl | Mean Squares | F    | P    |
|-----------------------|---------------------|----------------|----|--------------|------|------|
| Classroom Management  | Inter-Groups        | 2.32           | 3  | 0.77         | 1.23 | 0.025|
|                       | Intra-Groups        | 578.51         | 36 | 0.52         |      |      |
|                       | Total               | 580.80         | 39 |              |      |      |
| Teaching Aids         | Inter-Groups        | 8.73           | 3  | 2.91         | 5.95 | 0.001|
|                       | Intra-Groups        | 452.38         | 36 | 0.48         |      |      |
|                       | Total               | 461.11         | 39 |              |      |      |
| Planning              | Inter-Groups        | 8.08           | 3  | 2.69         | 5.34 | 0.001|
|                       | Intra-Groups        | 466.69         | 36 | 0.50         |      |      |
|                       | Total               | 474.77         | 39 |              |      |      |
| Implementation        | Inter-Groups        | 7.66           | 3  | 2.55         | 5.47 | 0.001|
|                       | Intra-Groups        | 431.80         | 36 | 0.46         |      |      |
|                       | Total               | 439.46         | 39 |              |      |      |
| Evaluation            | Inter-Groups        | 5.33           | 3  | 1.77         | 3.24 | 0.021|
|                       | Intra-Groups        | 506.19         | 36 | 0.54         |      |      |
|                       | Total               | 511.52         | 39 |              |      |      |
| Overall               | Inter-Groups        | 6.42           | 3  | 2.14         | 4.79 | 0.003|
|                       | Intra-Groups        | 487.11         | 36 | 0.52         |      |      |
|                       | Total               | 493.53         | 39 |              |      |      |

There were statistically significant differences at (P≤0.05) level in the means of the effective teaching skills by academic year, as the calculated F value was (4.79) with (0.003) significance level. In order to identify the sources of the differences, Sheffe test was used for the post-comparisons. Table (10) illustrates this.
Table-10. Sheffe results of the post-comparisons in the effective teaching skills by academic year

| Teaching Skills | M     | Academic Year | First Year | Second Year | Third Year |
|-----------------|-------|---------------|------------|-------------|------------|
| Classroom Management | 2.17  | First Year    | *          | *           |            |
|                  | 2.17  | Second Year   | *          | *           |            |
|                  | 2.03  | Third Year    |            |             |            |
| Planning         | 2.09  | Fourth Year   |            |             |            |
| Teaching Skills  | M     | Academic Year | First Year | Second Year | Third Year |
| Classroom Management | 2.17  | First Year    | *          | *           |            |
|                  | 2.17  | Second Year   | *          | *           |            |
|                  | 2.03  | Third Year    |            |             |            |
|                  | 2.09  | Fourth Year   |            |             |            |
| Planning         | 2.21  | First Year    | *          | *           |            |
|                  | 2.20  | Second Year   | *          | *           |            |
|                  | 2.07  | Third Year    |            |             |            |
| Teaching Aids    | 2.19  | Fourth Year   |            |             |            |
| Overall          | 2.20  | First Year    | *          | *           |            |
| Implementation   | 2.21  | Second Year   | *          | *           |            |
|                  | 2.08  | Third Year    |            |             |            |
|                  | 2.18  | Fourth Year   |            |             |            |
| Evaluation       | 2.17  | First Year    |             |             |            |
|                  | 2.18  | Second Year   |             |             |            |
|                  | 2.06  | Third Year    |             |             |            |
|                  | 2.17  | Fourth Year   |             |             |            |
| Overall          | 2.19  | First Year    | *          | *           |            |
|                  | 2.19  | Second Year   | *          | *           |            |
|                  | 2.06  | Third Year    |             |             |            |
|                  | 2.16  | Fourth Year   |             |             |            |

There were statistically significant differences at (P ≤0.05) level in the means of the effective teaching skills, by academic year, and in the overall level. The preferences of these differences were in favor of the first year and second year, respectively.

Table-11. T Results of the effective teaching skills by academic department

| Teaching Skills | Academic Department | M     | SD   | T     | P     |
|-----------------|---------------------|-------|------|-------|-------|
| Classroom Management | Coaching and Sport Management | 2.12  | 0.47 | 3.84  | 0.001 |
|                  | Sport Rehabilitation | 2.28  | 0.48 |       |       |
| Planning         | Coaching and Sport Management | 2.00  | 0.42 | 4.52  | 0.000 |
|                  | Sport Rehabilitation | 2.15  | 0.40 |       |       |
| Teaching Aids    | Coaching and Sport Management | 2.03  | 0.43 | 5.03  | 0.002 |
|                  | Sport Rehabilitation | 2.03  | 0.41 | 4.96  | 0.000 |
| Implementation   | Coaching and Sport Management | 2.03  | 0.41 | 4.96  | 0.000 |
|                  | Sport Rehabilitation | 2.00  | 0.40 |       |       |
| Evaluation       | Coaching and Sport Management | 2.00  | 0.44 | 4.87  | 0.000 |
|                  | Sport Rehabilitation | 2.18  | 0.43 |       |       |
| Overall          | Coaching and Sport Management | 2.04  | 0.43 | 4.64  | 0.000 |
|                  | Sport Rehabilitation | 2.20  | 0.42 |       |       |

There were statistically significant differences at (P ≤0.05) level in the means of the effective teaching skills, by academic department. Calculated T value was (4.64) with (0.000) significance level, in favor of the Sport Rehabilitation Department.

4. Discussion

Discussion of the results of the first question, "What is the extent of applying effective teaching skills in teaching physical education (Classroom management, Planning, teaching aids, Implementation, and Evaluation)?", which were presented in tables (1, 2, 3, 4, 5, and 6). The researcher ascribes the results to that the classroom management is the most important of all the effective teaching skills. These results are consistent with other studies that tackled this topic. Studies of KOC (2013) and Husain (2011) showed that teaching order and discipline and acceptance of responsibility help in delivering the lessons in a proper manner. This could be achieved by using the suitable methods, alertness and delicate observation to what takes place in the classroom, and through applying suitable strategies to face the behavioral problems that occur instruction process. Al Motary (2016) and Rubio (2009) provided that planning for teaching is the prior definition of the educational goals, teaching methods, providing the methods and activities in advance, and proper time distribution. In other words, the teaching products are clear, and the teacher has only to implement and be committed to application.
Study of Al-Haliq et al. (2014) emphasized that the teaching aids increase the students’ interaction during the learning, and that diversifying the use of the activities and teaching aids provokes the students’ learning eagerness. The results are also in agreement with Oudat and Altahayneh (2014), who provided that presenting the information in an interconnected manner contributes in displaying and implementing the lesson in a sequent and orderly way, and increases the effectiveness of the students’ responses.

In this concern, the researcher concluded that the evaluation is an objective instrument, aiming at identifying the realization degree of the teaching process, revealing the shortcoming aspects, if any, and proposing the suitable means to enable the teacher perform the teaching tasks effectively and proficiently. The researcher is in agreement with Abed Al Baqi et al. (2011) in that evaluation process and correction are necessary, and must be performed on an ongoing basis, to support the strengths and treat the weaknesses. The researcher believes the physical education teacher's knowledge of the effective teaching skills are still below the required level, and that the employed procedures in the teaching process are routine. In this regard, he is in agreement with Husain (2011) that on it must be activate some skills the (proper planning, use of the teaching aids, and follow-up the implementation procedures and evaluation processes).

The field training supervisor also make frequent visits to the schools, and attend the classes with the teachers, to evaluate their performance and provide them the relevant professional skills. And he is burdened the planning process in accordance with the technical and educational methods to implement the curriculum. Field training students rely on his/her experience in learning the effective teaching means and styles, and he/she allows them chances to share at-the-site planning and implementation in the schools (Oudat and Altahayneh, 2014). He attributes this to the fact that first and second year students are more committed to implementing effective teaching skills. And the students of the Sports Rehabilitation Department are more serious and committed to implementing effective teaching skills.

Discussion of the results of the second question "Are there statistically significant differences at (P≤0.05) level in the extent of applying effective teaching skills in teaching physical education, by the (gender, academic year, and academic department)? which were shown in tables (7, 8, 9, 10, and 11). The results of this question are in agreement with Jaber (2007) that the Males are more interested in applying effective teaching skills (for instance, taking care of the duties, administrative work and teaching abilities); and that the males are more capable than females in control during application and teaching. And they are further possessing more ability to employ new technology in teaching, especially in planning, teaching aids, implementation, and evaluation. The researcher agrees with Al Motary (2016) that, the first and second year students are more interested in organizing and applying effective teaching skills.

The results of the study further showed an interest of the sport rehabilitation department students in the effective teaching skills, and the tasks they continuously perform, including the classroom management, use of the different methods, and careful representation and performance evaluation. Moreover, the sport rehabilitation department students are also highly interested in implementing the effective teaching skills, to give a better image about the activities that them perform effectively. These results are consistent with those of the study of Oudat and Altahayneh (2014), that Students of the Sports Rehabilitation Department are more disciplined, and interested, and have more capable to use the effective teaching skills.

Finally, through the above data and discussion, it is clear that the effective teaching skills are the major factors in the success of the teaching process, throughout all the education stages. Further, they offer teaching activity and effectiveness through their proper presentation by the teacher, after being adequately prepared, and through keeping pace with the developments of the teaching aids, methods of teaching and ways of dealing with the students.

4. Conclusions

1. There are statistically significant differences at (P≤0.05) level in the means of the effective teaching skills, by gender, in favor of the males.
2. There are statistically significant differences at (P≤0.05) level in the means of the effective teaching skills, by academic year, in favor of the first year and second year, respectively.
3. There are statistically significant differences in the effective teaching skills, by academic department, in favor of the sport rehabilitation department.
4. The levels of all effective teaching skills came at an intermediate level.

Recommendations

The researcher recommended that it is necessary, to use effective teaching skills. And Work toward finding mechanisms and strategies to alleviate the difficulties facing the students at the university level. And amendment of the physical education curriculum so that it will include effective teaching skills.

Limitations

The study has several limitations. First, bias existed due to the way the researcher chose the study sample. Second, the results are generalizable only to the target population and to the same setting (students in enrolled in physical education teaching methods course). Finally, the results of the study were based on perspective of the participants themselves. However, instrument of this study needs to be further developed and tested to a wider group of different subjects to figure out the wider and larger implications of its suitability and reliability, of the extent of
applying effective teaching skills in teaching physical education in a larger context. Therefore, further research is suggested to touch this issue.

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