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Dr. Haider Jasim Shaalan
Lecturer, General Directorate
of Education in Babylon,
Ministry of Education, Iraq

Identifying the level of personal and cognitive competencies among physical education teachers in Babylon governorate

Haider Jasim Shaalan

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Abstract

This paper aims to determine the degree of personal and cognitive competencies among physical education instructors in the Babylon Governorate, as well as the relative significance and arrangement of these competencies. To fit the goals and scope of the study, the researcher employed a descriptive technique. There were 661 male and female physical education teachers in the Babylon Governorate that were part of the study community, while the study sample was from physical education teachers in the Hashemite Education Department, numbering (167) male and female teachers for the academic year 2022-2023. Among the researcher's most significant findings is that: The study's findings make it evident that the mathematical averages and percentages are high in the two fields, as the proportion of all responses attained, respectively: cognitive competencies (77.2%), personal competencies (73.2%), and it is evident from the study's findings that the overall performance of the areas' skills was high because roughly 73% of respondents answered the questions. Among the researchers' most crucial suggestions is the following: Consider the list of personal and cognitive competencies as determinants for programs, preparation, development, and evaluation of physical education teachers. Use the list of personal and cognitive competencies for physical education teachers to enhance and develop their functional competencies.

Keywords: Personal competencies, cognitive competencies, physical education instructors

Introduction

Human development is considered the main artery that all societies depend on to feed all of its domains, as the most crucial resource for constructing a country is human capital, as young men and women are considered an important human wealth, and they are the tool for exploiting resources for construction, development and progress due to the important qualities and characteristics they possess, as (Matar, 2004) ^[2] indicated that Organizations' greatest assets are their people, and as experts say, "If it is easy to possess money, it is tough to own competent individuals, because the human element is what creates movement and life in the workplace. Since the faculty member occupies an important position in the educational system because he is an effective and influential element in achieving goals, and he is the cornerstone of reform and development, but he is the nerve of the educational process, and it is no longer enough for the faculty member to master his practical material only, but it has become necessary for him to have integrated functional competencies of personality, teaching, administrative and technological knowledge and others to keep pace with the tremendous progress sweeping the world, and to be able to understand the needs, tendencies and desires of his students and their orientations and guide them to reach effective participation and motivate them to learn, so it is necessary to Training them throughout their professional lives (Al-Sayeh and Abdel Moneim, 2005) ^[3]. (Hashem, Al Edhary, Radhi, & Hmeid, 2022) ^[10], (Jerri, Radhi, & Oleiwi, 2024) ^[11]. Therefore, preparing a faculty member is considered one of the crucial and significant concerns in the field of physical education, which has gained fresh life throughout time if society feels the need to advance education, along with its quality and improvement. It also gains importance from the importance of the faculty member and his functional role in preparing members of society. Therefore, the process of preparing him is considered one of the educational issues, and it is even considered one of the general national issues.

Corresponding Author:
Dr. Haider Jasim Shaalan
Lecturer, General Directorate
of Education in Babylon,
Ministry of Education, Iraq

This is emphasized by (Al-Masry, 2010) [4], (Zaghloul, Mohamed Saad and Abdel Moneim, Hani, 2002) [6], and (Al-Sarheed, 2004) [7], who pointed out the importance of Physical education and sports science faculties in preparing a physical education teacher and the necessity of developing him continuously in order to fulfill its intended objectives and contribute to forming a good teacher, with the necessity of developing pre-service teacher programs in keeping with contemporary shifts, both present and future. Based on the desire to develop and advance the educational process, it was necessary to understand the concept of teaching competencies in the field of education into a set of guidelines and practices intended to apply ongoing enhancements to the educational product and specify the features and requirements that should be present in the educational product in the activities and processes that fulfill all of the requirements. The supply of comprehensive instruments and techniques that assist educational establishments in attaining favorable outcomes (Taha, 2008) [9]. The interest in teaching competencies in educational institutions does not mean that we plan to make educational institutions commercial or industrial establishments seeking to double their profits by improving their products, but what they should benefit from is the application of the standards and principles of teaching competencies in education and working to develop educational methods to attain product quality and in an attempt to double the gain for society, with all of its organizations, organizations, and people, which is the main beneficiary of all educational endeavors in education (Ahmed, 2003) [8].

One of the most important elements of the general education system and colleges in particular is the process of getting ready for a physical education teacher who is primarily relied upon in the application through teaching competencies in education to obtain a high quality of students, because distinguished education can bring out the hidden treasures we all have, and the distinguished teacher is the one who uses effective methods in teaching and is the key to reaching high quality standards, as high quality education is linked to a competent teacher who possesses personal and cognitive competencies that make him able to provide a distinctive quality education. Due to the importance of the personal and cognitive competencies that a physical education teacher should possess, the idea of the current study emerged due to the importance of studying the personal and cognitive skills of educators in physical education among educators in Babylon Governorate, as they represent an important criterion for their success.

Research problem

The physical education teacher occupies a significant role in the educational system since he plays a key role in accomplishing the objectives. The teacher is regarded as the foundation of reform and development and the core of an effective teaching staff. Instead, he is the backbone of the learning process. It is no longer enough for the teacher to master his educational material, but it has become necessary for him to have integrated personal, cognitive and functional competencies in order to keep pace with the tremendous continuous progress. The physical education teacher has a distinguished position in the departments of sports sciences and physical education, and knowledge of the required competencies is provided by physical education teachers who contribute to improving their performance and

developing their skills to carry out the responsibilities placed on his shoulders in the specialized, cultural, educational and professional aspects through activities, competitions and lectures, which creates an atmosphere of interaction between the teacher and the students. Because the physical education teacher is an important nerve in the educational and pedagogical process, and is the primary component that no educational or pedagogical system can do without, regardless of how many sources of specializations, and because the issue of preparing teachers, including physical education teachers, has occupied a special priority in modern educational systems, and on this issue depends the caliber of the next generation, who will be the ones to carry on the educational and pedagogical process in the future; thus, any attempts to enhance any part of the educational process cannot result in the necessary advancements in science unless they start with preparing a good faculty member.

From the above, we see that it is necessary to know the personal and cognitive competencies of physical education teachers for any development and development program that must be based on the principle of competencies due to the importance of competencies in preparing a successful teacher, so the need arose to conduct this study due to the importance of personal and cognitive competencies List physical education instructors in the Governorate of Babylon to raise their level of performance.

Research objective

- Identifying the level of personal and cognitive competencies among Teachers of physical education in the Babylon Governorate.
- Recognizing the relative importance and arrangement of personal and cognitive competencies among Teachers of physical education in the Babylon Governorate.

Domains of research

- **Human resource:** Teachers of physical education in the Babylon Governorate.
- **Time field:** (3/11/2022) to (1/6/2023)
- **Spatial field:** Schools of Babylon Education Directorate - Hashemite Education Department

Research methodology and field procedures

Research Methodology

The researcher used the descriptive approach to suit the nature and objectives of the study.

Research on communities and samples

There were 661 male and female physical education teachers in the Babylon Governorate that were part of the study community, while the study sample was from physical education teachers in the Hashemite Education Department, numbering (167) male and female teachers for the academic year 2022-2023.

Tools, devices and means of data collection

- Questionnaire.
- Office tools.
- Sources and references.

Field research procedures: The study variables were identified, which are (personal and cognitive competencies

Among professors of physical education in the Governorate of Babylon.

16/4/2023)

Measuring variables: The researcher's personal and cognitive competencies scale (Badr Raafat *et al.*) was used, consisting of (8) paragraphs for personal competencies and (8) paragraphs for cognitive competencies.

Main Experiment Procedures: The main experiment was conducted by measuring the research variables on (2-

Statistical treatments

SPSS, a statistical software, was utilized.

Findings and conversation

Results are presented and discussed

percentages and arithmetic averages represent the degree of human competency for physical education teachers

Table 1: Displays the percentages and arithmetic averages of physical education teachers' personal competency levels

Personal Competencies Field		Arithmetic mean	Percentage	Degree	Arrangement
1	Personal appearance within the framework of professional values	3.75	75%	High	5
2	Clarity of voice and correct pronunciation	3.90	78%	High	3
3	Adapting to changing circumstances	3.31	66.2%	Medium	7
4	Self-confidence	3.91%	78.2%	High	2
5	Encouraging students to compete scientifically	3.41	68.2%	Medium	6
6	Justice in distributing attention to students	3.20	64%	Medium	8
7	Personality balance and calm nerves	3.76	75.2%	High	4
8	Being ethical to be a role model for students	4.04	80.8%	Very High	1
Total degree for paragraphs		3.66	73.2%	High	

It is clear from Table No. (1) that personal competencies were very high on paragraph No. (8) where the response percentage reached (80.8%) and were high on paragraphs (1, 2, 4, 7) and were average where the response percentage reached between (75% - 78.2%) and were average on

paragraphs (3, 5, 6), where the response percentage reached between (64% - 68.2%). As for personal competencies in the overall field, they were high, where the response percentage reached (73.2%).

Table 2: Displays the percentages and arithmetic averages of the cognitive competency level for physical education instructors

Cognitive Competencies Field		Arithmetic mean	Percentage	Degree	Arrangement
1	Knowledge of the field of specialty and its different sources	4.35	87%	Extremely High	2
2	Cognitive awareness of the subjects related to the specialization	3.90	78%	High	4
3	Displays new scientific material on a regular basis	3.75	75%	High	5
4	Responds to students' specialized questions	4.51	90.2	Very High	1
5	Identifies appropriate educational experiences and activities	4.0	80%	Very High	3
6	knowledge of instructional strategies and tactics as well as how to apply them	3.51	70.2	High	6
7	Identifies the objectives of the lecture topic	3.33	66.6%	Medium	7
8	Applies what he heard from a faculty member	3.10	62%	Medium	8
Total degree for paragraphs		3.86	77.2%	High	

Table No. (2) shows that cognitive competencies were very high on paragraphs (1, 4, 5) where the response percentage was between (80% - 90.2%) and high on paragraphs (2, 3, 6) where the response percentage was between (70.2% - 78%) and medium on paragraphs (7, 8) where the response percentage was between (62% - 66.6%), while cognitive competencies on the total score were high, where the response percentage was about (77.2%).

The researcher attributes this result to the nature of academic preparation and the nature of the fields in which physical education teachers agree, as well as the nature of the curriculum and teaching curricula are similar, as well as the components of the The mechanism for carrying out the physical education lesson and planning it with a semester and daily plan according to a unified mechanism and model for all teachers, which teachers adhere to, as well as the personality of the teacher, the appearance of a decent appearance, cooperation with workers, and bearing responsibility, are all the same and therefore the differences were negligible. The study's findings also demonstrate that instructors are favored in the areas of personal and cognitive abilities, with statistically significant differences in both areas ascribed to the gender variable. The researcher

ascribes this outcome to and differences to the greater interest of male teachers than female teachers during the teaching process, especially since these fields require special activity and technical mastery of sports skills. This is a behavior that is very consistent with teachers, as they are more skilled at the university education stage, which affects the professional life of teachers. Additionally, the researcher ascribes this outcome to the fact that teachers care about the general appearance, especially since the nature of sports clothing is not restricted by customs and traditions, and that the teacher's personality is one of the basics of the nature of educational work. Also, male teachers are more interested in specialization, preparing for lessons, follow-up, and familiarity with the rules of games than female teachers, and that the possibility of teachers obtaining scientific books and curricula and attending scientific seminars and conferences is greater than female teachers, so the differences were in favor of teachers. Physical education teachers are also more capable of establishing friendly relationships with others due to their participation in activities, seminars and competitions supervised by the college, which gives them this advantage. In addition, teachers' participation in student activities and attendance at meetings, camps and scouting

societies allows teachers to make a beneficial and significant difference and interaction with members of society, colleagues and students because it gives them the quality of positive cooperation, love, respect and appreciation, thus being a good role model in their social and educational behavior. Therefore, The disparity was in favor of men. in cognitive competencies.

Resulting Recommendations

Remarks

Based on the study's findings, the researchers came to the following conclusions:

- The study's findings make it evident that both sectors have high arithmetic averages and percentages, as the proportion of the total response that reached, respectively: cognitive competencies (77.2%), personal competencies (73.2%).
- The study's findings make it evident that the competences in the disciplines as a whole performed well overall, as the percentage of responses to them reached about (73%).
- There are statistically significant differences in the personal competencies of physical education teachers' performance attributed to the gender variable and in favor of teachers (males).

Recommendations

According to based on the study's findings, the researcher suggests the following:

- Use The list of cognitive and personal skills for physical education teachers, in developing and improving their functional competencies.
- Consider the list of cognitive and personal skills that determine programs, physical education teacher preparation, development, and assessment.
- Attempt to conduct other studies to determine the list of functional competencies for physical education teachers.

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