

Evaluating reality of modern teaching strategies used by faculty members in teaching methods in physical education subject from perspective of third-year students at Department of Physical Education and Sports Sciences

By Zaki Mardan Omar



Evaluating reality of modern teaching strategies used by faculty members in teaching methods in physical education subject from perspective of third-year students at Department of Physical Education and Sports Sciences

Research Article

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IRAQ**Abstract.****Background**

Teaching methods in education is a crucial subject that plays a significant role in improving students' levels and capabilities, particularly upon graduation and their integration into teaching process. It also helps them learn how to interact with students and deliver curriculum effectively. The use of modern teaching strategies by teachers plays a major role in developing students' higher-order thinking skills, which aligns with the essential requirements of active learning, a student-centered approach. Teaching strategies at Department of Physical Education and Sports Science are acquired due to nature of subjects, which are always a blend of theoretical and practical material.

Objectives

The study aimed to accurately identify current practices used by faculty members in subject of teaching methods to ensure correct application of modern teaching strategies. It also aimed to identify strengths and weaknesses in areas where these modern teaching strategies are effective or weak, and to offer suggestions and recommendations for improving teaching methods based on findings.

Methods

The study focused on third-year students at Department of Physical Education and Sports Sciences, and on 155 students (male and female), representing 100% of sample. Population was selected from third-year students enrolled in morning program at Department of Physical Education and Sports Sciences, College of Basic Education, Al-Mustansiriya University. Sample was distributed across different groups. The study recommended necessity of training faculty members in modern teaching strategies and their practical application within teaching methods course at Department of Physical Education and Sports Sciences.

Results

The study recommended necessity of training faculty members in modern teaching strategies and their practical application within teaching methods course at Department of Physical Education and Sports Sciences. It also recommended encouraging faculty members to diversify their motivational and discussion methods to ensure and facilitate participation of all students in educational process and to stimulate their critical and creative thinking.

Conclusion

Finally, it recommended improving academic supervision programs and facilitating exchange of expertise among faculty members to share best practices in implementing active and collaborative learning strategies. Need to use modern educational technologies within classroom in a way that is consistent with and helps philosophy of active education and increases student interaction and comprehension of material.

Keywords: modern teaching strategies, physical education, students perspective, sports sciences.

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INTRODUCTION

Modern teaching strategies considered essential for success of fundamental pillars of modern educational process. These strategies work to help develop students' learning abilities and improve their academic performance, especially in subjects such as teaching methods in education (Ebrahim & Hussein, 2025; Yusroni, 2024). Teaching methods in education is a crucial subject that plays a significant role in improving students' levels and capabilities, particularly upon graduation and their integration into teaching process. It also helps them learn how to interact with students and deliver curriculum effectively (Athaya et al., 2023; Mariati et al., 2024). The use of modern teaching strategies by teachers

plays a major role in developing students' higher-order thinking skills, which aligns with essential requirements of active learning, a student-centered approach (Abebe et al., 2019; Harun, 2020; Irwanto et al., 2018).

Teaching strategies at Department of Physical Education and Sports Science are acquired due to nature of subjects, which are always a blend of theoretical and practical material. One such subject is teaching methods in physical education, which aims to prepare university teachers specializing in physical education and sports science (Mashud et al., 2025; Pebriyandi et al., 2025). These teachers are then equipped to accurately convey scientific and creative knowledge in effective and innovative ways. The disparity in knowledge and application of modern teaching methods among faculty members is a significant issue (Irwanto et al., 2022). This study is a serious scientific endeavor by the researcher to delve into this field and accurately diagnose current state of teaching methods use by faculty members at Department of Physical Education and Sports Science. Furthermore, this research contributes to existing body of scientific knowledge related to teaching methods in physical education. It also clarifies degree of alignment between faculty practices and modern scientific teaching methods.

While most faculty members are well aware of significant importance of modern teaching strategies, there are several indicators of weaknesses in learning applications used to teach teaching methods in the Department of Physical Education and Sports Science. This may negatively impact the quality of education, particularly student learning. Research problem is defined by following question: What is the reality of modern teaching strategies for faculty members of the subject of teaching methods in physical education from the perspective of third-year students?

Research Objectives include working on correct understanding of reality used in order to correctly apply modern teaching strategies by faculty members of subject of teaching methods. Identifying the strengths and weaknesses of areas that are weak or strong through the application of these modern teaching strategies. Working to provide proposals and recommendations for the development of teaching methods in light of the results.

METHOD

Search and Selection Strategy

The researcher used descriptive survey method to achieve the research objectives. The researcher identified his research community through third-year students of morning study at Department of Physical Education and Sports Sciences, College of Basic Education, Al-Mustansiriya University, where total research community amounted to (155) male and female students, where researcher took entire research community, with a percentage of (100%), where research sample was distributed among different samples, and Table 1. shows this.

Table 1. Sample Size, Number, and Application are Shown

Departement of Physical Education and Sports Science	Research community	Research sample	Exploratory	Sample numbers	Sample application
Third-year students	155	155	15	60	80
Total	155	155	15	60	80
Percentage	100%	100%	9.6%	38.7%	51.6%

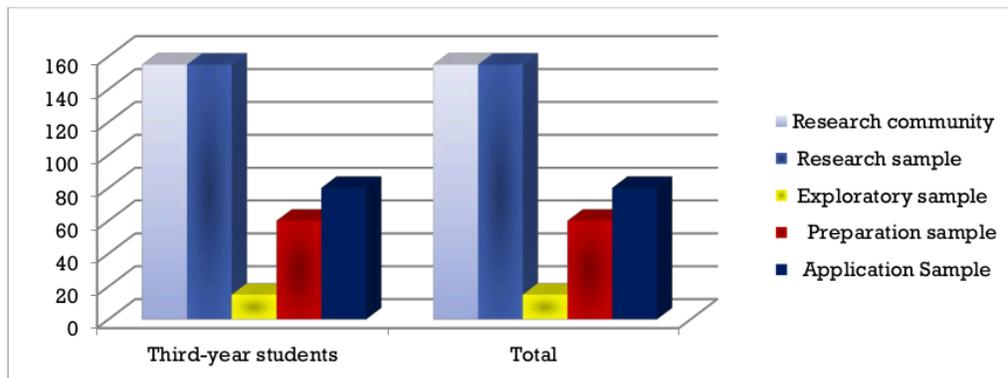


Figure 1. Sample Size

Inclusion and Exclusion Criteria

In order to achieve research objectives, researcher prepared a special questionnaire to identify those objectives. He reviewed previous studies related to title in order to formulate fields and statements related to study variable modern teaching strategies. (3) fields were formulated for this variable, and then they were presented to a group of experts and specialists in field of teaching methods, numbering (7) experts, as shown in Table 2.

Table 2. Number of Fields and Statements for Modern Teaching Strategies Questionnaires is Shown

Scale	Agree	%	Disagree	%	Acceptability
Motivation Management					
Active learning strategies	7	100	0	0	Acceptable
Cooperative learning strategies	6	86	1	14	Acceptable
Critical and creative thinking strategies	7	100	0	0	Acceptable
Brainstorming strategy	4	58	3	42	Unacceptable
Flipped learning strategy	3	42	4	58	Unacceptable

The researcher formulated statements that suit fields agreed upon by experts, as (7) statements were formulated for each of selected fields, as number of statements reached (21) statements, as shown in Table 3.

Table 3. Experts Agree on Statements Formulated by Researcher

Active Learning Strategies.						
No.	Phrases	Agree	%	Disagree	%	Acceptability
1	Faculty member works by making student central focus of educational process, and this is done by genuinely involving him in classroom sports activities	4	58	3	42	Unacceptable
2	Faculty member uses various methods to properly motivate students to participate and express their opinions freely	6	86	1	14	Acceptable
3	Faculty member encourages and motivates students to think critically about work and to give their opinions and viewpoints during lesson explicitly	7	100	0	0	Acceptable
4	Faculty member sets questions and stimulating sports activities based on reflection, analysis, and practical application	7	100	0	0	Acceptable
5	Faculty member links theoretical and practical aspects of teaching methods course in a way that helps and serves reality of physical education	6	86	1	14	Acceptable
6	Faculty member uses modern teaching methods that contribute to student interaction with lesson topic largely	7	100	0	0	Acceptable
7	Faculty member works to provide an encouraging classroom environment that allows students freedom to take initiative and discuss	6	86	1	14	Acceptable
Cooperative Learning Strategies.						
1	Faculty member organizes students into small working groups to carry out collaborative learning activities. among themselves	7	100	0	0	Acceptable
2	Faculty member distributes tasks among group members in a way that ensures equality, fairness, and active participation. Among students.	6	86	1	14	Acceptable
3	The faculty member guides students through groups towards cooperation rather than negative competition. Useless.	7	100	0	0	Acceptable
4	Faculty member provides encouragement through exchange of experiences and ideas among students within groups. It is a collaborative effort.	7	100	0	0	Acceptable
5	Faculty member monitors group performance and provides feedback to improve collaboration. Among students.	6	86	1	14	Acceptable

		6				6
6	Faculty member gives sufficient and appropriate time for group discussion and presenting results of work to colleagues	7	100	0	0	Acceptable
7	Faculty member works to instill values of cooperation and collective responsibility in implementation of educational activities	3	42	4	58	Unacceptable
Critical and creative thinking strategies						
1	Faculty member presents educational situations in order to encourage students to analyze and constructively critique	7	100	0	0	Acceptable
2	Faculty member supports students by generating new ideas to solve educational problems. In lessons	6	86	1	14	Acceptable
3	Faculty member encourages students to discuss ideas from different perspectives without fear of making mistakes deliberately	7	100	0	0	Acceptable
4	Faculty member guides students to compare alternatives and choose most logically appropriate one. According to priority	7	100	0	0	Acceptable
5	Faculty member praises innovative ideas and encourages students to develop them further. Correctly.	6	86	1	14	Acceptable
6	Faculty member encourages students to engage in self-directed research and use multiple learning resources	7	100	0	0	Acceptable
7	Faculty member works to evaluate student performance based on quality of thinking and depth of understanding, not just memorization	4	58	3	42	Unacceptable

Through Table (3) and by presenting statements to experts and expressing their opinion on statements, (3) statements were deleted because their percentage is less than (75%), and they are statement (1) from field of Active Learning Strategy, which states (The faculty member works by making student main focus of educational process and this is done by real participation in classroom sports activities.) and statement No. (7) from field of (Cooperative Learning Strategy), which states (The faculty member works to consolidate values of cooperation and collective responsibility in implementing educational activities.) and statement No. (7) from field of (Critical Thinking Strategy), which states (Faculty member works to evaluate student performance based on the quality of thinking and depth of understanding and not on memorization only.) Thus, (18) statements remain for the questionnaire (Modern Teaching Strategies).

Procedure

The researcher conducted a pilot study to determine clarity and ambiguity of statements before applying them to sample. The researcher selected 15 students randomly by lottery, with a percentage of 9.6%, and determined amount of time taken to answer. Pilot study was conducted on Tuesday, September 30, 2025. Two questionnaires were clear and concise in terms of statements, and answer time was 11 minutes for each questionnaire.

The researcher applied questionnaire to a sample of students in order to reach scientific basis of two questionnaires. The researcher applied it to a sample of 60 students on Wednesday, 1-10-2025, in Department of Physical Education and Sports Sciences. The sample of students was chosen randomly after excluding pilot sample. 60 forms were distributed, and 55 valid forms were received, after 5 forms were rejected for not being valid.

Scientific conditions for the questionnaire

The researcher presented questionnaire to a group of experts to obtain face validity for scale. Number of experts was 7 in field of teaching methods (Table 4). Thus, questionnaire obtained face validity and applicability, as shown in Table (5).

Table 4. It Shows Names of Experts Who Were Presented With Areas and Statements Of Questionnaire

No.	Name	Specialization	12	Affiliation
1	Prof. Dr. Iqbal Abdul Hussein	Methods of teaching physical education		University of Baghdad / College of Physical Education and Sports Sciences for Girls
2	Prof. Dr. Ismail Abdel-Zaid Ashour	Methods of teaching physical education/football		Al-Mustansiriya University / College of Basic Education
3	Prof. Dr. Buthaina Abdel-Khaleq Ibrahim	Methods of teaching physical education		University of Diyala / College of Basic Education

4	Prof. Dr. Israa Yassin Abdel 8rim	Curricula and methods of teaching physical 15 cation	Al-Mustansiriya University / College of Basic Education
5	Prof. Dr. Emad Ta'ma Radi	Methods of teaching physical education / basketball	Al-Mustansiriya University / College of Basic Education
6	Prof. Dr. Mohamed Rahim Ghawi	Methods of teaching physical education / football The table	Al-Mustansiriya University / College of Basic Education
7	A.M. Shaimaa Jassim Mohammed	Methods of teaching physical 3 education	Al-Mustansiriya University / College of Basic Education

Table 5. Percentage of Agreement on Modern Teaching Strategies From Experts' Point of View is Shown in Questionnaire

No.	Phrases	%
Active learning strategies		
1	Faculty member uses various methods to properly motivate students to participate and express their opinions freely. 9	86
2	Faculty member encourages and motivates students to think critically about the work and to give their opinions and viewpoints during the lesson. explicitly	100
3	Faculty member sets questions and stimulating sports activities based on reflection, analysis, and practical application.	100
4	Faculty member links the theoretical and practical aspects of the teaching methods course in a way that helps and serves the reality of physical education.	86
5	Faculty member uses modern teaching methods that contribute to student interaction with the lesson topic. Largely	100
6	Faculty member works to provide an encouraging classroom environment that allows students the freedom to take initiative and discuss.	86
Cooperative Learning Strategies.		
1	Faculty member organizes students into small working groups to carry out collaborative learning activities. among themselves	100
2	Faculty member distributes tasks among group members in a way that ensures equality, fairness, and active participation. Among the students.	86
3	Faculty member guides students through groups towards cooperation rather than negative competition. Useless.	100
4	Faculty member provides encouragement through the exchange of experiences and ideas among students within groups. My cooperation	100
5	Faculty member monitors group performance and provides feedback to improve collaboration. Among the students.	86
6	Faculty member gives sufficient and appropriate time for group discussion and presenting the results of the work to colleagues.	100
Critical and creative thinking strategies		
1	Faculty member presents educational situations in order to encourage students to analyze and constructively critique	100
2	Faculty member supports students by generating new ideas to solve educational problems. In the lessons	86
3	Faculty member encourages students to discuss ideas from different perspectives without fear of making mistakes. deliberately	100
4	Faculty member guides the students to compare alternatives and choose the most logically appropriate one. According to priority	100
5	Faculty member praises innovative ideas and encourages students to develop them further. Correctly.	86
6	Faculty member encourages students to engage in self-directed research and use multiple learning resources.	100

The researcher calculated reliability of test using statistical program and Cronbach's alpha equation, on a sample of 55 workers, and reliability ratio for questionnaire as a whole was 88.11 for modern teaching strategies questionnaire.

Table 6. Reliability Coefficient Values for Modern Teaching Strategy Questionnaire Using Cronbach's Alpha Equation

Phrases	Reliability
Active learning strategies	
Faculty member uses various methods to properly motivate students to participate and express their opinions freely. 9	77
Faculty member encourages and motivates students to think critically about the work and to give their opinions and viewpoints during the lesson. explicitly	87
Faculty member sets questions and stimulating sports activities based on reflection, analysis, and practical application.	98
Faculty member links the theoretical and practical aspects of the teaching methods course in a way that helps and serves the reality of physical education	76

Faculty member uses modern teaching methods that contribute to student interaction with the lesson topic. Largely	89
Faculty member works to provide an encouraging classroom environment that allows students the freedom to take initiative and discuss.	81
Cooperative learning strategies	
Faculty member organizes students into small working groups to carry out collaborative learning activities among themselves	77
Faculty member distributes tasks among group members in a way that ensures equality, fairness, and active participation. Among the students.	98
Faculty member guides students through groups towards cooperation rather than negative competition. Useless.	89
Faculty member provides encouragement through the exchange of experiences and ideas among students within groups. My cooperation	87
Faculty member monitors group performance and provides feedback to improve collaboration. Among the students.	80
Faculty member gives sufficient and appropriate time for group discussion and presenting the results of the work to colleagues.	90
Critical and creative thinking strategies	
Faculty member presents educational situations in order to encourage students to analyze and constructively critique.	98
Faculty member supports students by generating new ideas to solve educational problems. In the lessons	98
Faculty member encourages students to discuss ideas from different perspectives without fear of making mistakes. deliberately	99
Faculty member guides the students to compare alternatives and choose the most logically appropriate one. According to priority	87
Faculty member praises innovative ideas and encourages students to develop them further. Correctly.	87
Faculty member encourages students to engage in self-directed research and use multiple learning resources.	88

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The researcher administered questionnaire to application sample of 80 students in Department of Physical Education and Sports Sciences, with a percentage of 61%, on Thursday, 2/11/2025. 10 forms were neglected because they did not reach researcher, and thus 70 remain ready for statistical analysis.

Statistical treatments

The researcher used statistical package SPSS.

RESULTS AND DISCUSSION

The researcher extracted means and standard deviations for questionnaire Modern Teaching Strategies, where calculated means were compared with hypothetical mean for each field in order to determine significance for each field, as shown in Table (7) and Figure (2).

Table 7. Means and Standard Deviations are Shown for Questionnaire Modern Teaching Strategies

Variables	Mean	St.d	Assumed Mean	Freedom degree	Calculated (t) value	Sig. Value	Sig. level
Active learning strategies	18.889	2.99	18	69	2.47	0.000	Sig.
Cooperative learning strategies	19.932	1.31	18	69	12.25	0.000	Sig.
Critical and creative thinking strategies	18.521	1.00	18	69	4.33	0.000	Sig.

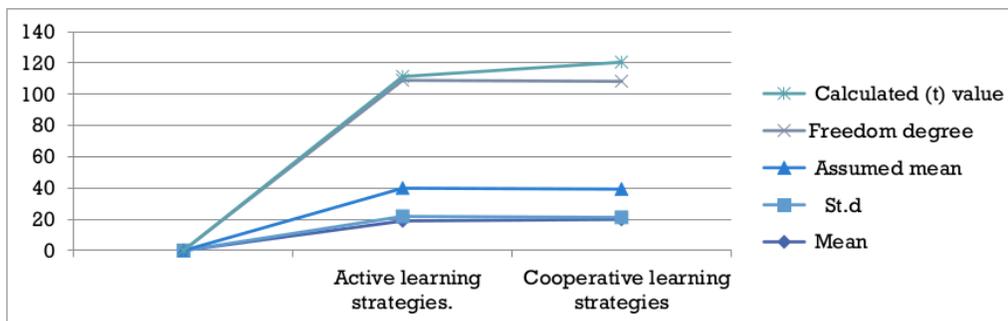


Figure 2. Questionnaire Modern Teaching Strategies

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Table (7) and Figure (2) show, through presentation of means and standard deviation, for each area of modern teaching strategies questionnaire, where area of active learning strategies was as shown in following Table (8).

Table 8. Mean, Standard Deviation, Assumed Mean, and T-Value are Shown

Variables	Mean	Std	Assumed mean	Freedom degree	Calculated (t) value	Sig. Value	Sig. level
Active learning strategies	18.889	2.99	18	69	2.47	0.000	Sig.

From Table (8), it becomes clear to researcher that value of mean is higher than hypothetical mean, and therefore there is significance for mean at expense of hypothetical mean. The researcher believes here that active learning is one of most important and prominent strategies in modern university education, through which it is based on principle of effective participation and positive interaction between faculty member and student, and which moves away from traditional classical style of lecturing and instruction. The statements in this field indicate that faculty member plays a vital and significant role by positively motivating students through active participation, encouraging innovative and critical thinking, and giving their opinions freely. The effective and successful faculty member in teaching subject of teaching methods in physical education is one who employs diverse teaching methods that help and suit nature of subject matter by combining theoretical and practical activities and using modern strategies such as group discussion, brainstorming, and discovery learning, in order to encourage students to interact positively within lesson with subject matter (Brekke Mandelid et al., 2023; Suhadi et al., 2020). The faculty member's ability to create a supportive classroom environment is one of most important positive factors that contribute to success of active learning, as helping students by expressing their opinions openly and positively without fear of negative evaluation helps build their self-confidence and develop a spirit of initiative and cooperation among them (Griban et al., 2020; Rahman et al., 2020).

Table 9. Domain Of Cooperative Learning Strategies

Variables	Mean	Std	Assumed mean	Freedom degree	Calculated (t) value	Sig. Value	Sig. level
Cooperative learning strategies	19.932	1.31	18	69	12.25	0.000	Sig.

Table (9) shows that mean is higher than assumed mean, indicating a significant impact on this area from students' perspective, rather than hypothetical mean. The researcher believes that results obtained from sample responses indicate that faculty members contribute significantly to organizing work within a collaborative learning environment. This is achieved by dividing students into several small, cooperative groups and fairly distributing roles among them, which helps and strengthens spirit of work, responsibility, and belonging to group. Teaching role is highlighted by equipping students with effective communication skills and respect for differing opinions, as these are essential skills in teaching profession, especially in field of physical education, which is fundamentally based on teamwork. Continuous encouragement from faculty members for students to exchange ideas and experiences helps build an active learning community within classroom (Blegur & Lumba, 2019; Juliantine & Setiawan, 2022; Trabelsi et al., 2020; Williams et al., 2020). Providing feedback to students during group work is one of most important methods that leads to developing their performance and guiding them towards constructive cooperative behavior.

Table 10. Critical and Creative Thinking Strategies

Variables	Mean	Std	Assumed mean	Freedom degree	Calculated (t) value	Sig. Value	Sig. level
Critical and creative thinking strategies	18.521	1.00	18	69	4.33	0.000	Sig.

Table (10) shows that biased mean value is higher than assumed mean, which indicates that strategy has a significant value, as the researcher believes that principles of this field play a significant guiding role in directing faculty members toward healthy development of students' higher-order thinking skills. This is achieved by presenting stimulating learning situations that encourage critical thinking and analysis, and by supporting students in generating new and innovative ideas to solve

educational problems. Furthermore, faculty members strive to create a learning environment that fosters open discussion, intellectual openness, and acceptance of diverse viewpoints. This helps cultivate students' critical thinking abilities by encouraging to discuss ideas from different perspectives, thus training them in their skills and in approaching problems analytically, moving beyond conventional solutions. Encouraging innovation and praising new ideas are among the 18th most important behaviors that enhance students' intrinsic motivation and encourage creativity (Cheon et al., 2019; Desai et al., 2022; McCloskey, 1999; Sholihin et al., 2020). Moreover, motivating students to engage in self-directed research and utilize multiple learning resources fosters independent thinking and prepares them for lifelong learning.

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CONCLUSION

The faculty members of the teaching methods course in the colleges of physical education and sports science possess great scientific knowledge and a great positive awareness. Most teaching practices of faculty members tend towards active learning and direct interaction with students, which helps in a positive attitude towards student-centered learning. The classroom environment for students is more stimulating and engaging, aided by the teaching methods and tools used by instructors. Some faculty members need to delve deeper by using critical and creative thinking strategies in a more structured and planned manner. There is a real positive development in building educational relationships between students through their collaborative participation. The faculty member has made significant and evident efforts by linking the theoretical and applied aspects. The need to train faculty members on modern teaching strategies and to work on their practical application within subject of teaching methods in Department of Physical Education and Sports Sciences. It is necessary to encourage teachers to diversify their methods of motivation and discussion in a way that ensures and helps to involve all students in educational process, and to work on stimulating their critical and creative thinking. Need to improve academic supervision programs and exchange experiences among faculty members to share best practices in applying active and collaborative learning strategies. Need to use modern educational technologies within classroom in a way that is consistent with and helps philosophy of active education and increases student interaction and comprehension of the material.

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AUTHOR CONTRIBUTION STATEMENT

Zaki Mardan Omar is the sole author of this study, responsible for all contents of the manuscript.

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Evaluating reality of modern teaching strategies used by faculty members in teaching methods in physical education subject from perspective of third-year students at Department of Physical Education and Sports Sciences

ORIGINALITY REPORT

13%

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