



## THE ROLE OF PHYSICAL EDUCATION TEACHERS IN IMPLEMENTING ACTIVE LEARNING STRATEGIES IN LIGHT OF CERTAIN VARIABLES FROM THEIR PERSPECTIVE IN AL-ANBAR GOVERNORATE

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### Abstract

In light of specific factors from their point of view, the study sought to determine the degree to which male and female physical education instructors use the active learning technique. 142 secondary school teachers from the Ramadi district made up the study sample. The researcher used a questionnaire with 55 questions to accomplish the study's goals. The study suggested that secondary school physical education instructors keep including the active learning technique in their teaching methods since the results demonstrated the importance of doing so.

**Keywords:** Teachers, Active Learning Strategies, Physical Education.

### Introduction

It is clear by looking at general education results (students) in different Arab nations that a significant fraction of them fall short of the required standard in terms of having basic abilities in reading, writing, arithmetic, and science in their respective fields. A number of political, cultural, and economic elements are blamed for the overall weakness. The intended outcomes have not been attained in spite of the efforts made by educators, managers, and government agencies. The quality of instruction given to pupils is one of the many contributing elements that must be addressed immediately in order to close the gap and recover what can be salvaged to catch up with global standards. This relates to teaching and learning strategies, making sure that instruction becomes sufficiently effective to provide the necessary changed.

The modern view of teaching eliminates the outdated perception of its role. Teaching is no longer solely about transferring information; it is now a planned activity aimed at achieving desirable learning outcomes among students. Teachers are expected to plan and manage this activity. Consequently, both teachers and students have assumed new roles under this modern perspective. The teacher's role is no longer limited to delivering information, nor is the student's role confined to memorizing it in preparation for recitation.

Recent studies have highlighted the necessity of focusing on individual motivations for learning and knowledge acquisition, thereby leveraging these motivations to enhance and direct learning. This modern perspective increases the role of the learner while reducing the teacher's role. The student becomes the primary target and beneficiary, as choosing the appropriate method for teaching a subject has a significant impact on achieving the material's objectives. These methods vary depending on the topics, subjects, and teaching environments. Generally, the greater the student's participation, the better the method tends to be (Al-Shahrani, 2010).

The researcher, therefore, believes that the roles and teaching practices of the teacher, in line with the active learning strategy, should be those of a guide, mentor, and advisor, creating a conducive and healthy learning environment while taking into account individual differences among learners.



The teacher is a vital and influential component of the educational process, directly tied to achieving the intended learning and teaching outcomes. Therefore, it is crucial for teachers to play roles that enhance their teaching practices, which in turn positively impact students' acquisition of skills, knowledge, and values. However, teachers can only fulfill these roles effectively if they acquire teaching competencies both inside and outside the classroom. This necessitates attention to teachers' roles in alignment with cognitive development and its implications for education.

Currently, most teaching methods employed by teachers rely on traditional approaches, primarily centered around lecturing and rote memorization for transmitting knowledge and information to learners. These methods often neglect modern teaching strategies based on learning theories, such as constructivist theory, which aims to achieve learning outcomes while improving learners' performance.

Given this, the researcher aims to explore the role of physical education teachers in implementing active learning strategies by addressing the following question:

What is the role of physical education teachers in practicing active learning strategies in light of certain variables in secondary schools in Ramadi District from their perspective?

#### Research Objectives:

- To identify the role of physical education teachers in practicing active learning strategies in light of certain variables from their perspective.
- To investigate whether statistically significant differences exist in the role of physical education teachers in practicing active learning strategies in light of certain variables from their perspective.

#### Research Hypotheses:

- Are there statistically significant differences at the level of  $\alpha=0.05$  among the mean scores of physical education teachers' practice of active learning strategies in light of certain variables (gender, years of experience, and academic achievement)?

#### Research Domains:

- Human Domain: Physical education teachers in secondary schools in Al-Anbar Governorate, Ramadi District, during the academic year 2022–2023.
- Spatial Domain: Secondary schools under the Directorate of Education in Al-Anbar, Ramadi District.
- Temporal Domain: From February 5, 2023, to May 7, 2023.

#### Research Terminologies:

- Degree of Practice: The formally organized experience that refers to the frequency of responses occurring in structured environmental situations (Abdul et al., 2008; Al-Alwani & Ali, 2023).
- Physical Education Teachers: Core contributors to the educational process who assess its effectiveness and success through their roles as advisors, mentors, and guides, forming an essential human input in education (F. Ali & Hazem, 2021).
- Active Learning: A process that focuses on building knowledge, processing information, and fostering interaction among students under the supervision of the teacher (Ramadan, 2016).

## Material y methods

### Research Methodology:

To achieve the research objectives, the researcher adopted the descriptive methodology, which is appropriate for the purposes and hypotheses of this study (O. A. Ali, 2022; Hummadi et al., 2024).



## Research Population and Sample:

The research population comprises all physical education teachers in secondary schools within Al-Anbar Governorate. According to the statistics of the Directorate of Education in Al-Anbar, Department of Planning, the total number of teachers is 373.

## Research Sample

The research sample comprised 132 male teachers and 10 female teachers, making a total of 142 participants from the Ramadi District. The sample was purposively selected, including only those who responded to the questionnaire distributed by the researcher within the study population. Table (1) below illustrates the distribution of the research sample according to its variables.

Table (1): Distribution of Research Sample Based on Variables

Variable	Level/Category	Number of Participants
Gender	Male	132
	Female	10
	Total	142
Experience	Less than 5 years	74
	5 years to less than 10	45
	10 years or more	23
Academic Qualification	Bachelor's Degree	105
	Postgraduate Studies	37

## Research Tools:

- Questionnaire
- Sources and References

## Research Instrument:

To achieve the research objectives, the researcher adopted an active learning questionnaire for teachers, making minor modifications after presenting it to experts (see Appendix 1). The questionnaire consisted of 55 items and was designed according to the five-point Likert scale (Fatima Al-Rashidi, 2015):

Scale	Points
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

## Main Research Procedures:

The researcher distributed the active learning strategy questionnaire to secondary school teachers to gather their responses and opinions on the items, as detailed in Appendix 1.





## Statistical Tools:

The following statistical tools were employed in the study:

- Arithmetic Mean(Mohammed Hammood et al., 2025)
- Standard Deviation(Adham Ali et al., 2022; O. A. Ali et al., 2022)
- T-Calculated(O. A. Ali et al., 2024)

## Results:

Table (2) below presents the arithmetic means, standard deviations, and the calculated and tabular T-values to highlight the significance of differences between male and female teachers in the studied variables.

No.	Variable	Unit of Measurement	Male Teachers	Female Teachers	T-Calculated	T-Tabular	Significance
			Mean (S-)	SD (A)	Mean (S-)	SD (A)	
1	Active Learning	Degree	239.255	23.804	218.598	58.226	4.384

## Key Notes:

- S-: Arithmetic mean
- A: Standard deviation
- T-Calculated: The value of the T-test calculated based on the sample data.
- T-Tabular: The critical value of the T-test from statistical tables.
- Significance: Indicates whether the difference is statistically significant (at  $\alpha=0.05$  \alpha = 0.05).

The results show a significant difference between male and female teachers in practicing active learning strategies, with the calculated T-value (4.384) exceeding the tabular T-value (1.900).

Table (3): Statistical Results for Differences Between Postgraduate and Bachelor's Degree Holders in the Studied Variables

No.	Variable	Unit of Measurement	Bachelor's Degree Holders	Postgraduate Degree Holders	T-Calculated	T-Tabular	Significance
			Mean (S-)	SD (A)	Mean (S-)	SD (A)	
1	Active Learning	Degree	211.969	56.804	245.112	20.008	6.559

Table (4): Statistical Results for Differences Based on Years of Service in the Studied Variables

No.	Years of Service	Unit of Measurement	Mean (S-)	SD (A)	Rank (Based on Performance)
1	Less than 5 Years	Degree	212.446	48.380	3
2	5 to Less than 10 Years	Degree	246.633	28.512	2



3	10 Years or More	Degree	249.311	16.008	1
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## Discussion

It is evident from Table (2) that the arithmetic mean for male teachers was 239.255 with a standard deviation of 23.804, while the arithmetic mean for female teachers was 218.598 with a standard deviation of 58.226. This result is attributed in favor of male teachers. Meanwhile, Table (3) shows that the arithmetic mean for bachelor's degree holders was 211.969 with a standard deviation of 56.804, while the arithmetic mean for postgraduate degree holders was 245.112 with a standard deviation of 20.008. This result is attributed in favor of postgraduate degree holders.

Finally, Table (4) indicates that teachers with 10 years or more of experience ranked first with an arithmetic mean of 249.311 and a standard deviation of 16.008, while teachers with 5 to less than 10 years of experience ranked second with an arithmetic mean of 246.633 and a standard deviation of 28.512. Teachers with less than 5 years of experience ranked third with an arithmetic mean of 212.446 and a standard deviation of 48.380.

The researcher attributes these results, as shown in Table (2), to male teachers being more numerous and more frequent users of active learning strategies. Similarly, the results from Table (3) are attributed to postgraduate degree holders being more knowledgeable, aware, and experienced in employing active learning strategies. As for the results of Table (4) concerning years of experience for physical education teachers, the findings favor those with greater experience (10 years or more, followed by 5 to less than 10 years, then less than 5 years), highlighting the importance of experience in applying active learning strategies (Saeed, Khalaf, et al., 2024; Saeed, Sabti, et al., 2024).

The researcher believes that physical education teachers are constrained by the system imposed by higher authorities responsible for the same directives. They undergo developmental stages similar to the curriculum they teach, necessitating teaching in line with active learning strategies, with renewed expertise and continuous progression. Hence, the influence of teachers and their imitation of one another is inspired by their behavioral ideas, making the teaching and learning process restricted and ineffective when transferring ideas and applying them in the classroom environment. This is due to delays in the supervisory system, leading to classroom behavior based on traditional methods without relying on modern methods and theories by physical education teachers.

Additionally, issues related to teachers' knowledge and their lack of sufficient educational experience further compound the problem. Therefore, teachers must move away from the traditional practices that restrict and limit their ideas in teaching academic subjects, opting instead for active learning strategies and introducing fundamental changes to the modern educational process (Abdullah & ammam, 2017).

## Conclusions

1. Conducting similar studies to highlight the importance of teaching using active learning strategies.
2. Leveraging the expertise of supervisors in teaching methodologies aligned with active learning strategies.
3. Evaluating and assessing the teaching skills of physical education teachers based on active learning strategies, targeting samples and educational stages other than those addressed in this research.

## Recommendations:

1. Encouraging physical education teachers to consistently habituate students to practicing active learning strategies.



2. Training physical education teachers by organizing training courses on how to teach using active learning strategies.
3. Incorporating practical curricula based on active learning strategies.

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## Appendix 1: Final Version of the Teacher's Role in Active Learning Strategy Questionnaire

No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I strive to involve as many learners as possible in determining the learning outcomes of lessons.					
2	I connect learners' prior experiences to new learning situations.					
3	I stimulate learners' motivation by asking various questions.					
4	I develop learners' cooperation skills.					
5	I enhance communication skills among learners.					
6	I design diverse activities in teaching.					
7	I involve learners in selecting learning resources.					
8	I involve learners in choosing suitable activities.					
9	I involve learners in selecting the necessary teaching aids.					
10	I diversify the use of teaching aids and learning resources.					
11	I diversify learning resources.					
12	I give practical applications equal importance to theoretical aspects.					
13	I use various teaching methods and strategies.					
14	I organize field visits related to curriculum topics.					

# Proximus Journal of Sports Science and Physical Education

Volume 2, Issue 01, January, 2025

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



15	I employ rewards and punishments in an educationally sound manner.					
16	I encourage learners to ask classroom questions among themselves.					
17	I consider individual differences among learners.					
18	I address diverse learning styles of students during teaching.					
19	I strive to develop higher-order thinking skills among learners.					
20	I aim to make lessons enjoyable by adding humor and aesthetic appreciation to the content.					
21	I diversify the use of different assessment tools and methods.					
22	I listen carefully to learners to understand their ideas.					
23	I use educational technology in many lessons.					
24	I guide learners in applying their knowledge to new, related situations.					
25	I diversify extracurricular activities that benefit learners.					
26	I assign learners to write reports and studies related to current events.					
27	I create a democratic learning environment during teaching.					
28	I help develop a positive understanding of the learner's personality.					
29	I assign learners tasks that enhance research skills.					
30	I consider psychological sequencing in teaching.					
31	I consider logical sequencing in teaching.					



# Proximus Journal of Sports Science and Physical Education

Volume 2, Issue 01, January, 2025

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



32	I use current events in the local environment as a starting point for related lessons.					
33	I provide learners opportunities to express their thoughts on what they have learned.					
34	I give feedback to learners on their work.					
35	I enrich the curriculum with additional materials and activities from various resources.					
36	I provide necessary reinforcement for learners' performance.					
37	I encourage learners to develop critical and creative thinking skills.					
38	I encourage the acquisition of higher-order thinking skills, such as analysis, synthesis, and evaluation.					
39	I balance between individual and group educational activities.					
40	I balance between theoretical and practical educational activities.					
41	I encourage learners to take on the role of researchers in building knowledge.					
42	I help learners build social relationships.					
43	I identify learners' weaknesses to work on addressing them.					
44	I provide the necessary scientific resources to achieve objectives.					
45	I encourage and motivate learners to reflect on their different learning practices.					
46	I offer learners choices regarding learning activities.					

# Proximus Journal of Sports Science and Physical Education

Volume 2, Issue 01, January, 2025

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



47	I work to develop positive attitudes among learners, considering their interests and abilities.					
48	I provide a supportive, friendly, and confidence-boosting environment.					
49	I work to increase learners' motivation for learning.					
50	I place learners in situations that challenge them.					
51	I collaborate with other subject teachers to encourage active learning.					
52	I pay attention to effective time management.					
53	I work to develop the curriculum.					
54	I aim to be a genuine supporter of students' learning.					
55	I strive to be a guide and mentor for students.					