



EDUCATIONAL SKILLS AND LEADERSHIP TRAITS AMONG PHYSICAL EDUCATION TEACHERS AND THEIR RELATIONSHIP WITH CLASSROOM MANAGEMENT FROM THE SPECIALTY SUPERVISORS POINT OF VIEWS IN PRIMARY SCHOOLS

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Abstract

Through the researcher's work as a teacher in primary schools, she finds out that the nature of the leadership styles used by them do not meet the required level that contribute to qualifying and preparing students well and correctly. The researcher sees that there is a weakness in the level of students and so far way through competitions, and the researcher believes that the reason for weakness and low is the lack of use of the educational skills and the correct leadership traits during training and competitions with players. As a result, there are many students who are constantly learning, but do not achieve the desired achievement due to their lack of physical and psychological preparation. So, the researcher believes that the solution to the problem of the low achievement is the correct use of the skill and leadership style, which affects the pre-start state and has a positive impact on achieving sports achievement.

The current research aims to identify:

1. Identifying the educational skills and leadership traits of physical education and sports science female teachers and their relationship with classroom management from the viewpoint of primary school specialty supervisors in Diyala Governorate.

The researcher has used the descriptive approach, the research population is consisted of (330) primary school specialty supervisors in all governorates of



Iraq, according to the statistics of the General Directorate of Education. The researcher has chosen the intentional method to select the sample of the research, who are the specialty supervisors of physical education and sports sciences in all governorates of Iraq, whose number is (152) specialty supervisors and distributed among all primary schools for the academic year 2021/2022, as they represented (46.37%) of the population.

1. The lesson management has an important role in applying the syllabuses of the curriculum in a way that gives the learner the ability to comprehend and apply it in perfect way.
2. The research sample individuals are characterized by leadership traits that are compatible with the nature of their work according to the specialty supervisors' point of view.

1. Introduction

1.1 The Importance of the research

The sports field is distinguished from all other fields, as it is the field of interaction and practice which is revolved around the modification of human being behavior towards the desired direction and the creation of a good citizen by preparing the appropriate climate and forming positive attitudes among individuals towards the society in which they live. Education in its general content is an integral part of the administrative process in its general form. The education process in its entirety is an organization and arrangement for the behavior of students and preparing them to be more interactive with their society.

The administration succeeds to the extent that it achieves the objectives of the activity upon which the human industry institutions are based, especially the educational institutions. The leadership is considered as a source of strength, confidence and excellence at every time and place. Leadership has always been characterized by creativity, especially in the educational process, thus the teacher is considered as an educational leader who needs a lot of instructional competence that qualifies her/him to lead and direct students as he is the figurehead who brings hope and life among students. It is known that the teacher of physical education and sports sciences, no matter if her/his specialization is humanitarian, scientific or educational, s/he understands the general foundations of teaching. Because education in schools does not happen



in a vacuum, but takes place in a society that has its own culture and in a specific time and place.

That is why the teacher must carry out the process of education and teaching simultaneously, and in this context, s/he participates with the educational and scientific institutions in primary schools in building the independent personality of the students for the purpose of accustoming them to creativity and initiative and it is not limited to giving them her/his knowledge, but rather introduces them to life in its broadest sense. The teacher, in her/his quest to fulfill this role, s/he should link her/his scientific and educational activity with the personalities of the students, that is, s/he should respond to their needs and be aware of their aspirations and interests, as well as the way s/he deals with the school administration and communicate with the latest methods that are reached through the physical and cognitive activities.

1.2 The Problem of the research

Through the researcher's work as a teacher in primary schools, she finds out that the nature of the leadership styles used by them do not meet the required level that contribute to qualifying and preparing students well and correctly. The researcher sees that there is a weakness in the level of students and so far way through competitions, and the researcher believes that the reason for weakness and low is the lack of use of the educational skills and the correct leadership traits during training and competitions with players. As a result, there are many students who are constantly learning, but do not achieve the desired achievement due to their lack of physical and psychological preparation. So, the researcher believes that the solution to the problem of the low achievement is the correct use of the skill and leadership style, which affects the pre-start state and has a positive impact on achieving sports achievement.

Which requires conducting a field study and working to find educational skills that contribute to the positive rehabilitation of students in the sports field, which also contribute to the development of the female teachers' work for the purpose of achieving the required goals, therefore, it is necessary for the female teacher to know how to use the best method with athletes students, as there are more effective parameters than others, even if they have the same amount of training and experiences as a result of their different leadership styles. It is certain that the styles have a positive and negative impact on the athlete and



her/his achievement, so choosing a good style is one of the factors for the success of leadership work.

Since it has become necessary to prepare the educational leader in a way that suits the changes and interacts with them, it is not reasonable to expect an educational leader who lives with her/his old ideas to have a generation consistent with modern technological and scientific developments unless we prepare them with good numbers that put them in a balanced line with these developments. The research problem is identifying the educational skills of physical education and sports science female teachers and their relationship with classroom management from the viewpoint of specialty supervisors in primary schools.

1.3 The aims of the research

The current research aims to :

1. Identifying the educational skills and leadership traits of physical education and sports science female teachers and their relationship with classroom management from the viewpoint of primary school specialty supervisors in Diyala Governorate.

1.4 The Hypothesis of the research

1. Finding out the statistically significant difference between the educational skills of physical education and sports science female teachers and their relationship with classroom management from the viewpoint of specialty supervisors in primary schools.

1.5 Research areas

1.5.1 The human domain: physical education specialty supervisors in the Governorates of Iraq.

1.5.2 Time range domain : for the period from 7/11/2021 to 4/5/2022.

1.5.3 The spatial domain: the general directorates of educational supervision in the governorates of Iraq.

2. Research methodology and field procedures

2.1 Research methodology



The methodology is a set of systems and rules that are characterized by a scientific and logical nature through which the researcher is able to arrange and synthesize her/his information and ideas and link them with solid objectivity.¹ What is meant by the research method is that the intellectual organization that is intertwined in the scientific study or the intellectual steps that the researcher takes when solving a specific problem², and the researcher has used the descriptive approach because it is the appropriate approach to the research problem and because it fits the research and its objectives. As defined by (Allawi and Ratib) which is the objective observation of a phenomenon that occurs in a situation characterized by tight precision and includes one or more diverse variables, while the other variables are fixed.³

2.1.1 The population and the sample of the study

One of the basic matters that must be taken care of in order to reach very accurate results is the selection of the sample as it truly represents the population, and through what the researcher finds of data and information, it is only from the whole population, but from the sample representing this population, and the population is meant by the whole group of people or events or things⁴.

As the criteria discussed in the research problem had to be adhered to within the framework of the population represented by the primary school supervisors, numbering (330) specialty supervisors in all governorates of Iraq, according to the statistics of the General Directorate of Education, and the researcher intentionally has chosen the sample of her research who are the specialty supervisors of physical education and sports sciences in all governorates of Iraq, their number is (152) specialty supervisors and distributors in all primary schools for the academic year 2021/2022, they are represented (46.37%) of the population, as shown in table (1).

Table 1 The division of physical education and sports science female teachers and specialty supervisors in Diyala Governorate in primary schools

¹ Aqil Hussain Aqil. (2010). Rules of Methodology and Methods of Scientific Research, 1st Edition: (Syria, Dar Ibn Kathir for Publishing) p. 7.

² Nouri Ibrahim Al-Shouk and Al-Kubaisi, Rafe' Saleh.(2004). Research Guide for Writing Research in Physical Education: (Baghdad, University of Baghdad, 2004) p. 51.

³ Muhammad Hassan Allawi and Osama Kamel Ratib. (2017).Contemporary trends in scientific research for physical education and sports sciences: (Cairo, Dar al-Fikr al-Arabi) p. 142.

⁴ Fayeze Jumaa al-Bukhar. (2009). Scientific Research Methods: An Applied Perspective: (Amman, Dar Al-Hamid for Publishing and Distribution) p. 104.

| No. | Governorate | The Specialty Supervisors | No. | Governorate | The Specialty Supervisors |
|-----------------------------|----------------------|---------------------------|------------|--------------|---------------------------|
| 1 | Diyala | 24 | 1 | Al-Anbar | 21 |
| 2 | Nineveh | 55 | 2 | Babylon | 21 |
| 3 | Salahaddin | 23 | 3 | Holy Karbala | 10 |
| 4 | Kirkuk | 9 | 4 | Al-Najaf | 15 |
| 5 | Baghdad/ Rusafa 1 | 10 | 5 | Al-Qadisiyah | 20 |
| 6 | Baghdad/ Rusafa 2 | 14 | 6 | Al-Muthana | 5 |
| 7 | Baghdad/ Rusafa 3 | 5 | 7 | Al-Wasit | 12 |
| 8 | Baghdad/ Karkh 1 | 13 | 8 | Dhi Qar | 21 |
| 9 | Baghdad/ Karkh 2 | 13 | 9 | Maysan | 13 |
| 10 | Baghdad/ Karkh 3 | 13 | 10 | Al-Basrah | 13 |
| The Total Population | | | 330 | | |

2.1.2 The Pilot Study

The methodological procedures for the individuals of this sample are determined by piloting of the two scales experimentally without any processing of scales data. The researcher has chosen the pilot study randomly with (8) specialty supervisors from the total population which is representing (2.42%) as described in table (2) .

2.1.3 The Application sample

Donald Erie states that “the general rule is that if you choose a research sample that is representative of a population which can be reached, then the conclusions of the sample can be generalized towards the population⁵. The

⁵ Donald Ari. (2013). Introduction to Research in Education, translated by (Saad Al-Husseini): Amman, Dar Al-\

methodological procedures for the individuals of this sample are determined by applying the two scales to complete the verification of the research objectives, as after the researcher has chosen the two previously mentioned samples, the rest of the main total sample is the application sample, whose number reached to (152) specialty supervisors (46.37%) of the total sample, as shown in the table (2).

Table 2 shows the description of the number of the total sample individuals and the details of their divisions into three samples

| The number of the total sample members and the details of their divisions | | | The Percentage |
|---|----------------------------|--------------------|----------------|
| The Sample | The Purpose | No. of Individuals | |
| The Pilot Sample | Two scales experimentation | 8 | 2.42% |
| The Application Sample | Two scales applications | 152 | 46.37% |
| The Total | | | 100% |

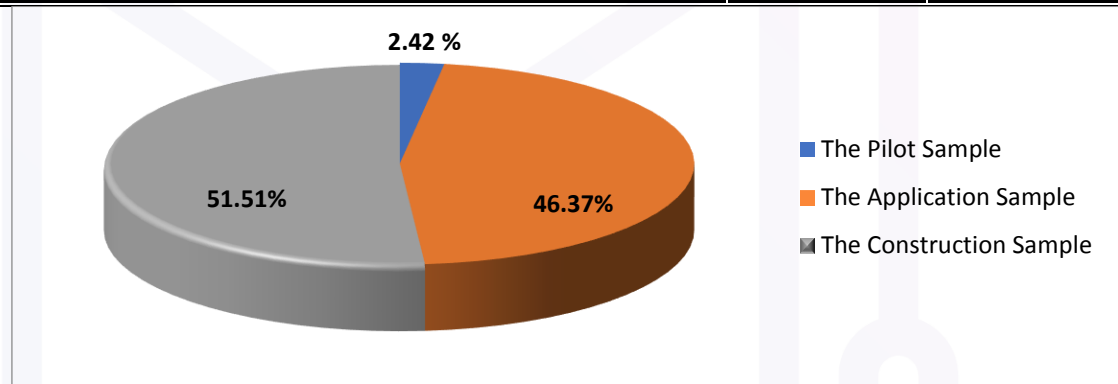


Figure 1 shows the percentages the divisions of three sample research individuals

2.2 The means used in the research

It is through which the researcher can collect data and solve problems, in order to achieve the objectives of the research, i.e. these means are tools , data, samples and devices ⁶ . The means are used in the current research are:

- Arab and foreign sources and references.

Masira for Publishing, Distribution and Printing, 2013) p. 186.

⁶ Marwa Omar Morsi.(2017). The effect of the six hats strategy according to the bodily-kinetic intelligence on some methods of thinking and learning offensive skills in handball for female students: (Ph.D. dissertation, University of Baghdad, College of Physical Education and Sports Sciences for Girls) p. 76.



- Performance Evaluation Scale (adopted from the General Directorate of Education). Appendix 1.
- Leadership Traits Scale. Appendix 2.
- Classroom Management Scale . Appendix 3.

2.3 Field Research Procedures

When initiating the main steps of the methodological research procedures and their sequence, the researcher takes into account that it should be based on solid scientific facts that allow the researcher to facilitate her study, and through the researcher's observation and field experiences, the laboratory should be done according to scientific conditions to avoid personal judgments during work because she depends on direct measurement through observation in the problem of the research, as the researcher has adopted the designing of two scales (lesson management and leadership traits) in addition to relying on the performance evaluation scale prepared by the General Directorate of Education.

2.3.1 The Pilot Study of the Two Scales

In order to obtain the correct and logical scientific procedures for the methodology and the steps for designing the two scales, Emtanios Nayef explains that "after the researcher finishes preparing the questions in initial form and subjecting them into a logical analysis by the researcher herself and a group of arbitrators for the purpose of modifying and refining them in the light of this analysis, The researcher moves to the next step in designing the scale, which is experimenting the scale or what is known as the pilot study"⁷.

The Pilot study includes for each of the two scales , one of them is the performance evaluation form (adopted scale) , see appendix (1) of the General Directorate of Education , both scales are distributed electronically and on paper to the sample of the pilot study (8) individuals from the population through designing of an electronic window through the application (GOOGLE FORM) and sending the link of the form through social networking applications to the individuals themselves for the period from (15/2/2022) to 1/3/2022), as well as distributing the form on paper to a group of members of the

⁷ Emtanios Nayef Mikhail.(2016). Building and codifying psychological and educational tests and measures: (Amman, Dar Al-Asaar Al-Alami for Publishing and Distribution) p. 106.



population to ensure that the answers match at the headquarters of the General Directorate, and the purposes of this process are :

1. Identifying the obstacles that may occur when applying the two scales in the future for the purpose of overcoming these obstacles.
2. Introducing the assistant work team to the measurement method and procedures.
3. For organizational purposes, the researcher will later know the response of time allotted for each scale.

The researcher also has indicated the need to reassure the members of the application sample in the instructions of each scale that the measurement is not related to any administrative matters in their formations or the nature of lesson management within the physical education syllabus, but rather directed towards scientific research only.

2.3.2 The main experiment implementation

The test or scale must have basic scientific indicators, the most important of which is its validity and reliability. The researcher, with the help of the assistant work team and specialists in the field of programming, distributed the scale form to the both the construction and application samples. The application sample reached to (152) represented by the specialty supervisors in the General Directorates of Education, and to analyze the scale items statistically in order to select the valid items and exclude the invalid ones. After completing the construction of the two main measurement tools in the research, the researcher has documented the experiment procedures, as its application continued for the period from (1/3/2022) to (1/4/2022) and after collecting the respondents' answers , the results are documented electronic and on paper-based forms. The researcher deliberately dumped the database statistically in order to identify the highest score for each field, and for the scale as a whole.

2.3.3 The Statistical Means

The researcher used the SPSS statistical package to extract the results and data processing.

3. Analysis and discussion of the results

This section of the research includes presenting, analyzing, and discussing the results of the scales of the research sample represented by physical education and sports science female teachers from the supervisors' point of view, by



displaying the arithmetic means and standard deviations in certain tables, after conducting a series of statistical operations.

Table 3 shows the statistical description of the teaching skills questionnaire

| No. | The variable | The degree |
|-----|---------------------|------------|
| 1 | Sample number | 152 |
| 2 | Arithmetic means | 114.453 |
| 3 | Standard error mean | 0.694 |
| 4 | Median | 113 |
| 5 | Mode | 109 |
| 6 | Standard deviation | 8.006 |
| 7 | Variance | 64.104 |
| 8 | Skew coefficient | 0.197 |
| 9 | Kurtosis | 1.011 |
| 10 | Range | 39 |
| 11 | The lowest value | 100 |
| 12 | The highest value | 139 |
| 13 | The total | 17397 |

Table 4 shows the range of the teaching skills of the research sample

| No. | Name variable | Sample No. | Arithmetic means | Standard deviation | Hypothetical means | Standard error | T computed value | Degree of freedom | Significance level |
|-----|--------------------|------------|------------------|--------------------|--------------------|----------------|------------------|-------------------|--------------------|
| 1 | Lesson performance | 152 | 114.453 | 8.006 | 111 | 0.694 | 5.32 | 151 | 0.000 |

The results of table 3 through the number of the research sample, which amounted to (152), shows that the arithmetic mean of the statistical description of the questionnaire for the educational skills scale is (114,435), while the value of the standard error of the mean is (0.649) and the median is (113), while the value of the mode is (109) with a standard deviation is (8.006). While, the variance value of the scale is (64.104) and the skew coefficient is (0.197), so the value of the kurtosis is (1.011) and the range is (39) at the lowest value of the scale is (100) whereas, the largest value is (139) with a total amounted (17397).



As for the results of table 4, the results show the significant differences among the individuals of the research sample through the lesson performance scale, as the mean value is reached to (114.453) , whereas the standard deviation is reached to (8.006) and a hypothetical mean (111), while the value of the standard error is (0.649), and the value of (T) computed is reached to (5.32) at a degree of freedom (151) and a level of error (0.000). The researcher attributes these results to the fact that the individuals of the research sample from the supervisors' point of view have got a good level of lesson management that exceeded their level of the hypothesis level of the scale according to the opinions of the special supervisors. Also, the researcher attributes these differences to these aspects of development to the fact that physical education female teachers have good methods in applying the syllabuses of the lesson in practical and scientific terms in an easy and simple way through the use of the best modern methods of supplies and technology through the presentation of images and videos that contributed to improving the level and developing their skill abilities.

In addition to their reliance on using a continuous assessment at the end of the lesson, as well as the availability of modern sports supplies, which contribute to making the physical education lesson interesting and desirable for students. In terms of strength in their level of competence, the researcher attributes that they possess detailed information on how to enable students to learn game skills in the lesson and develop their capabilities, and they continue to provide students with new game skills, and the way to link these skills between learning on the one hand and how to restore them on the other hand with the various games, in addition to the participation of all students in the discussion of the exchange of knowledge about the skills of games, all these reasons have come together to lead to the emergence of the descriptive result of the level of these competencies as they are in reality according to the opinions of the supervisors. Muhammad Abdulhameed mentions that "in light of this, the physical education female teacher is the locomotive for improving the outcomes of educational systems; she is the active element in any educational system in a better and highly efficient manner" ⁸.

It is necessary to prepare a generation of learners who are able to deal positively with their present and future requirements as well as needs with

⁸ Mohammed Abdulhameed.(2000).Networking Education System: (Cairo, Science of Knowledge) p. 18.



awareness and perception also strive to make learners the center of the educational process. Physical education teachers and curriculum planners should be aware of the characteristics of student growth in the targeted educational stage ⁹.

The researcher attributes that these results to the importance of the role of leadership traits in the management of the lesson and educational skills, as these variables are closely related to each other to produce in the end a positive result that contributes to the development of the best methods on the grounds as it is an important part of the educational process and raises the level of education quality that advances the administration of successful female teachers who seek to support and raise their level due to the responsibilities that their tasks are required in upgrading the reality of the physical education lesson. So that the productivity of this study will enable both male and female teachers to prepare the sports rules needed by various sports and events, so that to be one of their tasks as well as to be the first structure of the administration sports.

The success of the educational plans in the physical education lesson depend on the presence of teachers who possess the competencies and high professional skills in teaching. Teaching skills provide the teachers with the value of adding an improvement in the normal performance of the educational process, which benefits both the teacher and the school, and the educational features and competencies of teaching skills give a great role for the teacher in the success of the school as well as the development of her/his current roles¹⁰. With these results, it means that female teachers possess a leadership trait in the performance of their duties. The leader who is characterized by her/his confidence in her/himself and in her/his abilities, information, knowledge and experience acquires a strong position among the athletes and their respects as well as their acceptance of her/his directives, and self-confidence helps the leader to make decisions easily, and accept the athletes' opinions without excessive sensitivity. Likewise, the self-confident leader does not show hesitation, anxiety or tension in unexpected situations, and s/he can easily highlight her/his point of view to the athletes and convince them of it. Excessive

⁹ Ali Ibrahim Ali Al-Saffar. (2015). Evaluating the performance of physical education teachers in the light of the principles of effective teaching in the State of Kuwait: (Master's Thesis, Al al-Bayt University, College of Educational Sciences, Department of Curricula and Teaching) p. 115.

¹⁰ Musset, P. Initial teacher education and continuing training policies in a comparative perspective OECD, Paris, 22 (1), p.144-157.



self-confidence or arrogance on the part of the leader is one of the factors that have an adverse effect on athletes and do not help to consolidate positive relationships with them¹¹.

4. Conclusions and Recommendations

4.1 Conclusions

In light of the data analysis and results discussion's, the researcher concludes the following:

1. The lesson management has an important role in applying the syllabuses of the curriculum in a way that gives the learner the ability to comprehend and apply it in the best way.
2. The individuals of the research sample are characterized by leadership traits that are compatible with the nature of their work according to the supervisors' point of view.
3. The female teachers of physical education and sports sciences have a good level of lesson management and leadership traits that are compatible with the professional and practical requirements of the lesson due to the supervisors' point of view.
4. The domains of the lesson management and leadership traits scales have a positive relationship with the areas of performance evaluation in terms of the supervisors' point of view.
5. Lesson management and leadership traits for physical education and sports science female teachers are proportional to the effective nature in increasing students' level directly due to the supervisors' point of view.

4.2 Recommendations

In light of the conclusions, the researcher recommends the following:

1. Applying the lesson management scale in the preparation and development courses for physical education teachers due to the specificity of what this precise specialization imposes.
2. Depending on the objectivity of field measurement due to the academically approved measurement tools to diagnose strengths and weaknesses in lesson

¹¹ Naqi Hamza Jassim Abdo Al-Sayyaf. (2006). Leadership behavior and its relationship to work satisfaction among physical education teachers in the city of Mosul: (Master's Thesis, College of Physical Education, University of Mosul) p. 27.



management and leadership traits for physical education and sports science females teachers in primary schools.

3. Working on raising awareness of the leadership traits concept in order to achieve a clear understanding of this concept, and this is done through giving individuals a greater opportunity to increase competencies and experiences.
4. Working on overcoming the obstacles that hinder the application of the lesson in primary schools through providing all requirements and capabilities.
5. Develop accurate standards for measuring performance, through using other expertise and experience.
6. Conducting similar studies dealing with knowledge of students' perspectives on lesson management and the leadership traits among physical education and sports science female teachers.

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Appendices 1

Performance evaluation scale (adopted from the General Directorate of Education)

| Teacher's full name | | Birth | No. of experience | | | | |
|---------------------|--|-----------------|-------------------|---|-------------------------|---|---|
| | | | | | | | |
| Governorate | Institution's name | School's name | | | District / Sub District | | |
| | | | | | | | |
| No. | 1. Cognitive Domain | Rating | | | | | |
| | | The lowest rate | 1 | 2 | 3 | 4 | 5 |
| 1 | She knows and understands the subjects that she is taught. | | | | | | |
| 2 | She knows and understands the curriculum requirements for the subject being taught. | | | | | | |
| 3 | She knows and understands the presentation of the topic of the lesson to the students. | | | | | | |



| | | | | | | | | |
|-----|--|-----------------|---|---|---|---|---|------------------|
| 4 | She knows and understands how her students learn and develop. | | | | | | | |
| 5 | She knows and understands modern teaching methods. | | | | | | | |
| 6 | She knows and understands the methods of assessment, selection and evaluation. | | | | | | | |
| No. | 2. Psychomotor Domain | Rating | | | | | | |
| | | The lowest rate | 1 | 2 | 3 | 4 | 5 | The highest rate |
| 1 | She is able to explain the topic clearly and make it interesting for the students. | | | | | | | |
| 2 | She is able to develop an appropriate plan for the educational activities of the students. | | | | | | | |
| 3 | She is able to communicate and interact effectively with students. | | | | | | | |
| 4 | She is able to motivate students to learn. | | | | | | | |
| 5 | She is able to manage the class effectively. | | | | | | | |
| 6 | She is able to use modern teaching methods that enable students to participate and develop teaching skills effectively. | | | | | | | |
| 7 | She is able to evaluate student performance efficiently and accurately, and use evaluation results to enhance student performance. | | | | | | | |
| 8 | She is enable students to learn effectively, taking into account the individual differences between them. | | | | | | | |
| No. | 3. Values and Attitudes Domain | Rating | | | | | | |



| | | The lowest rate | 1 | 2 | 3 | 4 | 5 | The highest rate |
|---|--|-----------------|---|---|---|---|---|------------------|
| 1 | She is committed to the teaching profession and promotes student learning to enable them to achieve a high level of a perfect performance. | | | | | | | |
| 2 | She is committed to consolidating and instilling national and moral values in the hearts of students. | | | | | | | |
| 3 | She is committed to positive relationships with students, colleagues at work, families and the community. | | | | | | | |
| 4 | She is committed to participating in school activities. | | | | | | | |
| 5 | She is committed to self-evaluation of her job performance and improving his performance through professional development. | | | | | | | |

Appendix 2 Leadership Traits Scale

| No. | The Item | Always | Usually | Sometimes | Rarely | Never |
|-----|--|--------|---------|-----------|--------|-------|
| 1 | She always tends to authoritarian and dictatorial style. | | | | | |
| 2 | She is fair in dealing with the levels of students. | | | | | |
| 3 | She develops the leadership skills of students. | | | | | |
| 4 | She has flexibility in handling. | | | | | |



| | | | | | | |
|----|---|--|--|--|--|--|
| 5 | She takes responsibility in situations that require critical decision-making. | | | | | |
| 6 | She has the ability to influence on individuals. | | | | | |
| 7 | She always tends towards reward and punishment. | | | | | |
| 8 | She has the ability to modify the students' personality in line with the improvement of their academic level. | | | | | |
| 9 | She has the ability to win the trust of students. | | | | | |
| 10 | She pays attention to the psychological aspect of students. | | | | | |
| 11 | She is optimistic most of the time. | | | | | |
| 12 | She contributes with students to provide support and assistance | | | | | |
| 13 | She has the desire and enthusiasm in teaching. | | | | | |
| 14 | She cares about the spiritual side of the students. | | | | | |
| 15 | She is committed to social values, customs and traditions. | | | | | |
| 16 | She has the skill of choosing the right person for the right place. | | | | | |
| 17 | She has an attractive personality. | | | | | |
| 18 | She has a high authority that helps her to perform her job. | | | | | |
| 19 | She is funny and humorous in a logical and reasonable manner. | | | | | |



| | | | | | | |
|----|--|--|--|--|--|--|
| 20 | She has the ability to make decisions. | | | | | |
| 21 | She is characterized by vitality and endurance. | | | | | |
| 22 | She has creativity and the ability to be creative and innovative. | | | | | |
| 23 | She has the ability to innovate and entrepreneurial spirit. | | | | | |
| 24 | She deepens students' social values. | | | | | |
| 25 | She has the ability to regularize her work during critical situations. | | | | | |
| 26 | She has the ability to distribute tasks and works very wisely. | | | | | |
| 27 | She has extensive information in the management of the lesson. | | | | | |
| 28 | She works to arouse suspense and competition in the presentation of the topic. | | | | | |
| 29 | She deepens the spirit of positive competition among students. | | | | | |
| 30 | She takes into account the individual differences in levels among students. | | | | | |
| 31 | She is keen to achieve educational and educational goals. | | | | | |
| 32 | She has the ability to properly organize her teaching duties. | | | | | |
| 33 | It takes into account the stages of student growth. | | | | | |



Appendix 3 Lesson Management Scale

| No. | The Item | Always | Usually | Sometimes | Rarely | Never |
|-----|---|--------|---------|-----------|--------|-------|
| 1 | She has a unique personality that enables her to modify students' behavior. | | | | | |
| 2 | She has the ability to win the trust of students. | | | | | |
| 3 | She is able to adapt with different situations and circumstances. | | | | | |
| 4 | She is characterized by vitality and endurance. | | | | | |
| 5 | She is fair in her dealings with students. | | | | | |
| 6 | She has the ability to take responsibility. | | | | | |
| 7 | She has the ability to make a decision. | | | | | |
| 8 | She gives incentive to the student to be a model in skill learning. | | | | | |
| 9 | She takes into account the students' performance during the lesson. | | | | | |
| 10 | She depends on fixed ideas during the application of the lesson. | | | | | |
| 11 | She has knowledge of both theoretical and practical subjects. | | | | | |
| 12 | She design a plan that is suitable with the level of the students. | | | | | |



| | | | | | | |
|----|--|--|--|--|--|--|
| 13 | She helps to develop the individual capabilities of the students. | | | | | |
| 14 | She uses too many examples outside the lesson plan. | | | | | |
| 15 | She takes into account the individual differences among students. | | | | | |
| 16 | She has a wide culture. | | | | | |
| 17 | She has detailed information on how to prepare students to learn skills. | | | | | |
| 18 | She strives to implement changes in the curriculum. | | | | | |
| 19 | She has the ability to use modern educational techniques and means. | | | | | |
| 20 | She provides all supplies and tools that help in understanding the lesson. | | | | | |
| 21 | She has experience in adding the most appropriate and modern methods to the lesson. | | | | | |
| 22 | She depends on the simple capabilities available in the lesson. | | | | | |
| 23 | She depends on traditional style in curriculum. | | | | | |
| 24 | She improves management of lesson application timings. | | | | | |
| 25 | She improves the syllabuses prepared by the teacher's administration in developing the lesson curricula. | | | | | |
| 26 | She prepares vocabularies and exercises that fit the tools she uses. | | | | | |



| | | | | | | |
|----|---|--|--|--|--|--|
| 27 | She contributes in mental preparation process for students. | | | | | |
| 28 | She creates a mental picture of the subject to be taught. | | | | | |
| 29 | She formulates the goals accurately. | | | | | |
| 30 | She works to take into account the measurable goals. | | | | | |
| 31 | She has the diversity in the formulation of the syllables of the lesson to combine skill and physical activities. | | | | | |
| 32 | She sets goals that are appropriate for all levels of students. | | | | | |
| 33 | She is dealing calmly and firmly with various situations during the lesson. | | | | | |
| 34 | Students' response and get benefit from the lesson material. | | | | | |
| 35 | She satisfies the needs of students. | | | | | |
| 36 | She has the ability to arouse the spirit of fun and pleasure among students. | | | | | |
| 37 | She is dealing honestly and fairly with all students. | | | | | |