

# The Flipped Teaching of Middle School Students from the Viewpoint of PE Teachers

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## Abstract

The research aims to the extent of the possibility of using inverted (flipped) teaching in the physical education lesson in the manner of video or via e-mail. Learning platforms after the process of reducing the official time for middle school students from the point of view of physical education teachers. Scientific research was limited to physical education teachers in the Directorate of Public Education in Misan Governorate for the academic year 20-20-20 21, the research sample consisted of a college (100) A teacher in secondary education, the researcher adopted an initial exploratory questionnaire to determine the extent of inversion of the teaching of T. And the evaluation, according to its stability by the method of re-testing, as it reached a degree of stability (0.83) on the basic sample consisting of (60) teachers and schools, and after processing the data statistically, the results of the research indicated that there are a number of reasons leading to the possibility of using (reverse education) in education Sports. The lesson and in light of the results, the researcher presented a set of conclusions and recommendations.

**Keywords-** *Flipped Teaching, Middle School Students, PE Teachers*

## Introduction and Importance of Research

According to Beda Jogia's educational competencies the state of the educational curricula cannot be preserved for years without changing or modernizing the educational process in Iraq and the attempts of educational movements by experts and thinkers in the field of education by providing insights about the possibility of high accuracy of Iraqi education. Even his transition from education focuses on the culture of memorization and repetition and a return to digital (electronic) education in line with developments in the educational field that explode human and creative energies, freedom and including flipped education and its teaching. Integration into our curricula, including the preparatory school curriculum in physical education, in line with this change with the current situation the world is going through in terms of difficulties, disasters and diseases, by introducing and spreading a new culture equipped with educational

technologies outside the school walls. The importance of the research is evident: by presenting an identity represented in the method of reverse teaching, training teachers to use it, encouraging them to open up to different cultures, and the extent to which these technologies are used in schools and used as a tool. For intermediate studies by supporting freedom of thought and creativity and activating the culture of citizenship that works to achieve national and social cohesion <sup>1</sup>.

## Research Problem

Unfortunately, we do not have any developmental plans to change the student's path towards using his creative powers to build life and embrace the future. Our educational and educational institutions are still keen on the culture of silence, memory and exclusivity without qualitative transformation and raising the student's awareness and maturity at the

level of thought, behavior and vision of life, and there is no doubt that knowing the causes of weakness and weakness. Lack of curricula or study materials is the way to suggest solutions. When we say: The prevailing paper-based curricula are incompatible with our current era, the era of information flow, how can students absorb this vast amount of knowledge resources? The research problem is illustrated by the introduction of (reverse) electronic teaching in the physical education curricula for the preparatory stage through electronic platforms and submitting it to middle schools. You will witness a digital shift in our curricula and move away from rigid ones that are not up to date <sup>2</sup>. The researcher formulated the study problem and defined it with the following question: Is it possible to introduce the flipped teaching into the physical education curricula for the middle stage from the point of view of physical education teachers in the center of Maysan governorate?

### Research aims

1. Preparing a questionnaire form for physical education teachers about the introduction of flipped teaching in the physical education curricula for the middle stage.
2. Knowing the reverse teaching method for middle school students from the teachers 'point of view

### Limit search

Through this research and physical education, the separation of teachers in preparatory schools at the General Administration of Education in Misan has been determined for the academic year for the period from 11/29/2020 1/7/2021 instead of the specialist's supervision..

### Defining terms

- Teaching is upside down: Defined it as a digital educational model that aims to use modern

technologies and the Internet in a way that allows the teacher to prepare the lesson through videos or platforms <sup>3</sup>.

- Intermediate stage: well-known <sup>4</sup>.
- This stage, which aims to help students, acquire concepts and form relationships with others, takes the age stage for students to stay in or to be deported.
- Procedural definition of the intermediate stage: It is the second stage after the primary stage at the age of (13) years, we start with the first intermediate grade and end with the third intermediate grade, after which the student moves to the preparatory stage.

### Research procedures

**To achieve the research objectives, the researcher undertook the following procedures**

#### First: Defining the research community

Including teachers of the research community assigned to teach physical education at the middle stage in the schools of the General Directorate of Education in Misan Governorate 20 years 20 - 2021 School.

#### Second: The research sample

The sample is that part of the community chosen according to scientific rules and methods, which is a research that represents the community within O and because of the difficulty of conducting research on all elements of the original community. The research tends to choose a molecular group that represents the best representation of the elements of society, so that it is able to generalize its results to the study population <sup>5</sup>.

#### Where this sample was described as follows

- The Exploratory Sample: This sample was

chosen randomly from the original community of (40) teachers and schools, and directed to them for an open questionnaire that includes the following question:

- )Is it possible, in your opinion, to include flipped online teaching instead of traditional teaching in the middle school physical education lesson? «
- The original sample: the number of individuals reached (60) teachers and schools that were presented to them.

### **Third: Research Tool (Questionnaire)**

Questionnaire: one of the information gathering tools through which the opinions of teachers and parents are determined <sup>6</sup>.

### **Fourth: The validity of the tool**

It is that the scale, questionnaire, or test measures what has been confirmed. If the tool measures any behavior or trait other than the one it was prepared to measure, then it is in this case a dishonest tool <sup>7</sup>. The researcher relied on the opinions of a group of experts in the field of teaching methods in physical education, measurement and evaluation to explore their views on the validity of the paragraphs of the closed questionnaire in measuring the content that was prepared. In light of the experts' observations and suggestions, the researcher modified the wording of some paragraphs without deleting any paragraphs. If all paragraphs obtain approval of (85%) from expert opinions

### **Fifth: the stability of the tool**

Stability means the consistency of the tool product with itself, if it is applied again or multiple times to the same individuals in this way (retest - test (one of the best methods used to find the stability of the instrument (accuracy) in this type of research is to find the correlation coefficient) that you use to recognize perseverance <sup>8</sup>. The closed questionnaire

was distributed to a sample from outside the main research sample of (30) teachers, and after (15) days is the best period of time to use this method, as shown where the questionnaire was distributed again to the same sample, and after performing the statistical operations, it was found that the stability factor of the resolution was (0.83), which is a good stability factor for the tool <sup>9</sup>.

### **Sixth: Application of the tool**

The researcher applied the final questionnaire (0 closed) to the basic sample on 3/1/2/2020. The researcher explained how to answer the regular paragraphs, a tool for them, and after completing a closed application. Questionnaire: The researcher examined the questionnaires and then completed the answers of the sample members in special forms prepared for this purpose and on which statistical operations were performed.

### **Seventh: Statistical Means**

- correlation coefficient (Pearson(
- Percentage: used to convert the frequencies in each paragraph of the questionnaire
- Weighted position
- The researcher extracted the hypothesis with which the weighted average is compared through the questionnaire scale so that it is  $(1 + 2 + 3) | 3 = 2$

### **Presentation and discussion of the results**

Presentation of Results: This chapter includes the results of the researcher in light of the objectives of the research by revealing the extent to which reverse teaching is employed in the physical education lesson for the preparatory stage. The repeated answers of physical education teachers were counted in the closed paragraphs of the questionnaire. Then calculate the weighted average for each paragraph and the percentage of its weight, then the paragraphs are

arranged in descending order from the highest severity to the least serious, and in the following the results are presented <sup>10</sup>.

**Table (1) (Yes, employment in the middle stage of the physical education lesson is reversed from the teachers' point of view, in descending order, in terms of percentage and percentage weighted**

No	Paragraph	Paragraphs by rank	the middle Likely	The ratio Percentile
1	2	The flipped teaching is in line with developments in the educational field	91/2	97%
2	7	The teaching of flipped (electronic) differs from the traditional teaching in the mathematical education curriculum	87/2	66/95%
3	1	The flipped teaching covers many aspects of the intermediate stage satisfactory education curriculum	86/2	33/95%
4	10	Teaching flipped contributes to the investment of time and effort in the lesson of mathematical education	84/2	66/94%
5	24	The shift from traditional teaching to electronic teaching according to the inverse method helps in developing the mathematical education curriculum for the intermediate stage	81/2	66/93%
6	28	Losing evidence about reverse teaching faces great difficulties in bringing out the mathematical education lesson	80/2	33/93%
7	25	The teacher of sports education, according to the reverse teaching, can present new evaluation methods	79/2	93%
8	9	The flipped teaching in a sports education lesson helps the sports education teacher look to broad prospects in this field	75/2	66/91%
9	11	The flipped teaching allows the teacher of mathematics education to have sufficient familiarity with electronic techniques and skills	71/2	33/90%
10	29	There is an interest in setting educational and behavioral goals during the teaching flipped in the mathematics education lesson	70/2	90%

## Discussing the Results

1. Table No. (1) Includes a group of (30) paragraphs that represent the inverted teaching of middle school students from the viewpoint of physical education teachers. The severity of the vertebrae (weighted average) ranged between (2.91 - 1, 69) and weight between (97% - 55.33 %).

2. The results showed the sequence of Paragraph (3) (that the Ministry of Education can provide Internet system services to all schools) It ranked first among the negative vertebrae with a weighted average (1.66) and a weight ratio (55.33%) We also find that the state has withdrawn from driving the wheel of development in society due to unstable conditions, including the educational field. There is an absence of a vision and a political project that adopts education issues in Iraq. Perhaps the budget allocated to education in Iraq reveals the state's lack of seriousness in providing Internet services and electronic devices to all schools <sup>11</sup>, the problem of traditional culture that calls for preservation, hadiths and imitation, and the absence of a culture of criticism, creativity, dialogue and tolerance.

3. The sequence of paragraph (23) (increasing interaction between students while taking physical education lessons according to the teaching inverse) with a central weighted rate of (1.71) and weight ratio (57%) ranked second in the negative paragraphs, with the aim of starting <sup>12</sup>. If the interaction prevails in the discussion room and the exchange of views between the teacher and the student and among the students themselves, we find here in the lesson outcomes through reverse teaching, the interaction between them will decrease.

4. The sequence of paragraph (5) (most physical education teachers have visions and experiences in teaching upside down) with a weighted average (1.82) (60.66%) came in third place of the negative

paragraphs that do not match their responses. Physical education teachers .Where we see: Physical education teachers still have a blurry vision about inverted teaching <sup>13</sup>, where the problem of stagnating the entire educational system in terms of educational content and teaching methods in Middle Eastern schools . In addition, there is teacher's Physical education. They need skills and experience in educational technology, including flipped teaching, especially those who did not touch on online programs.

5. The sequence of paragraph (19) (there are workshops and training courses to confront teaching inverted in physical education curricula) with a weighted average (1.85) and relative weight (61.66) came fourth in the negative paragraphs. Since we do not find any kind of courses offered by the Preparation and Training Department, they are trained to face reverse electronic teaching in the physical education curricula and go <sup>14</sup> that what any society goes through and social transformations require a change The educational institution is just a cup of these shifts and changes in readiness to educate of electronic politics.

6. The paragraph came in its sequence (12) (Teaching flipped in the physical education lesson achieves creativity in educational curricula) with a weighted average (1.87) and a relative weight (62.33%) within the negative paragraphs that are not. Consistent with the responses of physical education teachers. As <sup>15</sup> says: Education, in its current state in third world societies in general, allows generations of less skill, experience and knowledge, and contributes to the formation of traditional non-creative minds that are distinguished through a molecular point of view and they lack a holistic vision and thus do not possess awareness of the spirit Era and its requirements.

7. While the sequence of paragraph (21) (dispensing with physical education courses in school yards and moving towards electronic teaching) came sixth in the negative paragraphs with a weighted

average (1.89) and a weight ratio (63% we see that the physical education lesson is a skill and an educational lesson, so it is necessary to teach directly in the boxes because it is a lesson that deals with students and corrects the wrong conditions and touches the body of the learner about how to perform the right and the right conditions, because he needs to correct the body from the wrong habits <sup>16</sup>.

### Conclusions and Recommendations

#### Conclusions

The following can be concluded

- Teaching flipped (electronic) needs attention from specialists in teaching it, as well as providing supplies and internet networks for all schools
- There are some physical education teachers who are averse to teaching flipped through electronic platforms due to their lack of experience in this field.
- There are several reasons that affect the introduction of flipped teaching in the physical education curriculum

#### Recommendations

- Through the findings of this research, the researcher recommends the following
- The introduction of educational techniques, including the flipped teaching in the teaching of physical education
- The diversity between online platforms and official teaching in physical education curricula
- Physical education teachers include developmental courses in electronic technologies; in addition to that, the teacher must be an artist in communicating the course material to students.

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