

THE ROLE OF THE EDUCATIONAL SUPERVISOR (UNIVERSITY PROFESSOR) IN DEVELOPING THE PROFESSIONAL PERFORMANCE OF THE STUDENTS APPLYING THE PHYSICAL EDUCATION LESSON IN THE COLLEGE OF PHYSICAL EDUCATION AND SPORTS SCIENCES / UNIVERSITY OF AL-QADISIYAH

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ABSTRACT

The importance of the research lies in the role of the educational supervisor, the university professor, in developing the professional performance (planning, classroom management, teaching skills, curriculum, evaluation) for the practitioners, as well as building a scale. Research problem the researchers formulated the problem in the form of a question (What is the role of the educational supervisor (university professor) in Developing the professional performance of the students applied to the lesson of physical education in the College of Physical Education and Sports Sciences / University of Al-Qadisiyah). Through the use of the Registration Division. The sample of the current research consisted of (100) male and female students, and the sample was drawn according to the stratified random method, with a rate of (60%) from the original population, and that was the use of the remaining students for the survey samples. The researcher used the descriptive method in the survey and normative method for its suitability and the nature of the problem. The research conclusions of the educational supervisor (university professor) had an effective and significant impact on the development of professional performance (planning, classroom management, teaching skills, curriculum, and evaluation) for applied students. As for the recommendations, it was necessary to intensify visits by the educational supervisor (university professor) and continuous follow-up to hone the ability and potential of the applied students in the lesson of physical education. As for the statistical methods, the researcher used the (spss) bag.

1-1 Introduction and the importance of the research: -

Due to the societal technological changes that the world has experienced since the twentieth and twentieth centuries, interest in educational work has increased widely, as scientific research competes to solve the world, change it, and contribute to providing new services. As the educational system is keen to continually develop the elements of its system and maintain its specificity, the educational supervisor in the College of Education and Sports Sciences represents one of its basic components with a wonderful evaluation that has gained attention

since its inception under the concept of the concept of education. It will reach the honourable concept with its diverse and multiple characteristics and tasks. The educational supervisor pays attention to the students applied in education in all aspects of the educational method and is considered a good means and can be able to learn with the thought of this development. The first goal of educational supervision is to achieve its goals and objectives successfully and effectively. The educational supervisor is one of the main sponsors of scientific work by providing a helping hand to applied students. He relies on the Danes. And giving them the ability to implement various models and increase the educational environment, in addition to helping those who apply with them in ways that activate them to achieve the best achievement in their work. From here stems the importance of the educational supervisor. There is a prominent importance in purposeful communication between four aspects: (the supervisor, the student, the student, and the manager). If there is a connection between this strong bond that contains mutual trust, this leads to improving the method of education and achieving goals (0). Given that the specialized student is one of the most important human inputs in the field of educational business, he is an effective influencer in all inputs to educational systems, which leads to achieving his goals towards the best efficiency, so he only pays attention to universities and technology with a number of academic, engineering and training students, which leads to the creation of programs that advance knowledge. Diversified and develops performance to be fully contemporary. Delandshere (2002) summarizes that there is a relationship of faith between the supervisor and the implementer. The first concern of educational supervision is to develop the performance of parents, and to strive to achieve what everyone seeks to facilitate their tasks, advancement, and the educational method . The issue of preparing and training practitioners occupies the minds of those responsible for the education sector in developed and developing countries. A place whose mission is to research the role of the educational supervisor, a university professor, in developing job performance (planning, classroom management, teaching skills, curriculum, evaluation) for applicants, as well as building the scale.

1-2 Research problem:

The educational supervisor (university professor) who is responsible for applied students is concerned with all aspects of the educational and pedagogical process, and is an important means of developing the quality of education, considering that this development is the first goal of educational supervision through his visits to applied students to achieve the goals and objectives of education efficiently and effectively. The educational supervisor aims to provide his services from By helping implementers and developing their performance on the basis of respect and appreciation in cooperation with implementing administrations and giving them the ability to implement and develop the curriculum and provide the appropriate educational environment, which increases the efficiency of the educational output, achieves the desired educational goals, and directs the educational process in the right direction. The professional development of the applied student is considered necessary to improve education because of its great importance in developing the student's teaching performance and learning all the necessary skills, which leads to achieving an educated society.

Through direct activities in programmes, workshops and lectures conducted by the Faculties of Physical Education and Sports Sciences. The great development in information and communication systems has led to the emergence of new methods and methods in the field of education, as well as the emergence of many modern educational trends in the field of preparing and training students professionally as a direct result of the interaction of institutions preparing and training students with modern and contemporary changes, as all developed countries are reconsidering their systems. Educational education in general and the preparation and training system applied in particular through programs that provide them with pedagogical knowledge and provide them with professional skills in support of this profession and to enable the teacher to carry out his true mission in society in accordance with the changes that occur in society. From this standpoint and on this basis, the researcher formulated the problem in the form of a question (What is the role of the educational supervisor (university professor) in developing the professional performance of students applying for a physical education course at the College of Physical Education and Sports Sciences/University of Al-Qadisiyah). As the educational supervisor has the responsibility of developing the performance of the apprentices and keeping them up to date with all new developments and helping them to develop professional performance to carry out their roles in learning and teaching students in the required manner and in cooperation with the apprentices and administrations professionally and training, and the role of the educational supervisor is in giving them the ability to provide the appropriate educational environment for them and directing them towards... Ways to increase their effectiveness to achieve the best achievement in their work.

1-3 Research Objectives:

This study aims to find out:

- 1- Identify the role of the educational supervisor (university professor) in developing the professional performance of applied students.
- 2- Identify the point of view of those implementing the role of educational supervisor
- 3- Identify the role of the educational supervisor in solving the problems facing the two classes.
- 4- Identifying the differences in professional performance between males and females of apprentices in Diwaniyah Governorate
- 5- Building the scale for the role of the educational supervisor in developing the professional performance of applied students

1-4 Research hypotheses:

- 1- There is a role for educational supervision in developing professional applicants.
- 2- There is a significant impact of the role of the educational supervisor in developing the performance of those applying professionally.
- 3- There is a point of view for those applying the role of educational supervisor.
- 4- There are statistically significant differences in the role of the educational supervisor in developing the performance of applied students.
- 5- There are significant differences in the professional performance between males and females of apprentices in Al-Diwaniyah Governorate.

1-5 Research areas:-

1-5-1 Human field: Students of the College of Physical Education and Sports Sciences / Al-Qadisiyah University / fourth stage for the academic year 2022/2023

1-5-2 Time frame: 4/1/2022 - 1/11/2023

1-5-3 Spatial area: College of Physical Education and Sports Sciences - Al-Qadisiyah University, and secondary schools in Al-Diwaniyah Governorate.

2- RESEARCH METHODOLOGY AND FIELD PROCEDURES:-**2- 1- Research methodology:-**

The research problem for which appropriate solutions are to be developed and addressed is what determines the research methodology to achieve its goals, and the research methodology is “the intellectual scientific steps that the researcher follows to solve a specific problem and for the research to be compatible with the goals and problem in order to address it. The researcher used the descriptive method in the survey and standard method to suit it and the nature of the problem at hand.

2-2-Research community:-

The research population included students enrolled in the physical education lesson in Diwaniyah Governorate for the academic year 2022-2023, who numbered (172) male and female students, through seeking the help of the Registration Division to determine their numbers.

2-2-1 Research sample:-

The sample for the current research consisted of (100) male and female students, as this sample was drawn according to the random stratified method, at a rate of 60% of the original population, and the remaining students used exploratory samples.

2-3 Tools and methods used in the research:-

- 1- Sources and references.
- 2- Previous studies.
- 3- Manual computer.
- 4- Electronic calculator
- 5- Forms for collecting data.
- 6- Electronic watch.
- 7- Pens and pencils.
- 8- Assistant work staff.

2-4- Main search procedures:-

To achieve the research objectives related to preparing the scale, the researcher followed the following steps:

2-4-1- Procedures for constructing the scale:-**2-4-1-1- Determine the areas to measure the role of the educational supervisor in developing the professional performance of applied students:**

In order to determine the areas of research, the researcher reviewed a group of studies that dealt with the concept of the role of the educational supervisor in developing the professional performance of applied students and many sources and research in this field, where he was able to collect (5) areas, which are: -

- 1- The field of planning.
- 2- The field of classroom management.
- 3- The field of teaching skills.
- 4- Curriculum field.
- 5- The field of evaluation.

2-4-1-2- Determining the relative importance of the areas of the scale of the role of the educational supervisor in developing the professional performance of applied students: -

Knowing which areas are more important than others in the role of the supervisor in developing students' professional performance. This is done by presenting it in the questionnaire to a group of specialists in methods, tests and measurement to determine the importance of each field to allow him to identify the number of items or questions that each field receives. Accordingly, the researcher presents the steps for extracting the relative importance of teaching skills. In light of the results of the statistical analysis of relative importance, its percentage was higher than the accepted percentage, which is (52.08), and accordingly it was adopted in our study, and the fields were arranged according to their relative importance and the number of their paragraphs according to their relative importance, as in Table (1).

Table (1) It shows the relative importance of each area of the scale of the role of the educational supervisor in developing the professional performance of applied students

No.	The fields	Experts number	Total scores	Relative importance	Notes
1	Planning field	20	85	82.543	Depended on
2	The field of classroom management	20	75	71.453	Depended on
3	The field of teaching skills	20	74	70.632	Depended on
4	Curriculum field	20	73	70.546	Depended on
5	Calendar field	20	79	74.234	Depended on

2-4-1-3 Preparing paragraphs to measure the areas of:-

To develop the initial formula for the necessary areas of the educational supervisor's role scale, the researcher followed the following methods:

First - review the relevant sources.

Secondly - knowledge of the standards of teaching methods.

Third: The open questionnaire.

2-4-1-4- Validity of the scale items:-

This measure requires obtaining harmony in the opinions of specialists about validity, as the researcher prepared a form to measure the areas of the role of the educational supervisor (university professor) in developing the professional performance of applied students in its necessary form, and identified the items for each type related to the fields of study and gave a procedural definition for each area of study. These areas of the scale, as the questionnaire included (47) items. All paragraphs were valid from the experts' point of view, and Table (2) shows this.

Table (2)

The paragraphs show the areas of the scale of the role of the educational supervisor in developing the professional performance of applied students in its initial form

Planning field						
No.	Paragraph	Validity		Agreement percentage	Chi-square value	Sig.
		Suitable	Unsuitable			
1	The educational supervisor helps me build a treatment plan	20	0	100%	20	Functional
2	He discusses with me how to formulate goals	17	3	85%	9.8	Functional
3	Helps me formulate the quarterly plan	20	0	100%	202	Functional
4	It helps me implement the plan practically	20	0	100%	20	Functional
5	He helps me create a special plan for people with special needs	17	3	85%	9.8	Functional
6	He involves me in planning educational workshops	18	2	90%	12.8	Functional
7	He trains me in teamwork	20	0	100%	20	Functional
8	In educational courses, he informs me of developments in the educational process	17	3	85%	9.8	Functional
9	It helps me determine activities appropriate to educational goals	20	0	100%	20	Functional

The field of classroom management						
No.	Paragraphs	Validity		Agreement percentage	Chi-square values	Sig.
		Suitable	Unsuitable			
1	The educational supervisor encourages me to provide an appropriate environment for learning	20	0	100%	20	Functional
2	The educational supervisor guides me to provide psychological security for students	17	3	85%	9.8	Functional
3	It guides me to using body language (facial expressions,...) in controlling classroom communication	18	2	90%	12.8	Functional
4	He encourages students to get used to the internal system, away from the use of punishment	18	2	90%	12.8	Functional
5	Leads me to use positive reinforcement during classroom interaction	18	2	90%	12.8	Functional
6	It guides me to the importance of building social connections with students during classroom interaction	20	0	100%	20	Functional
7	He directs me to adopt the responsible democratic style of classroom management	20	0	100%	20	Functional
8	He directs me to take care of students' records	17	3	85%	9.8	Functional
9	He encourages me to monitor students' growth and involve them in classroom activities	20	0	100%	20	Functional
10	He talks to me about ways to maintain order in the classroom	17	3	85%	9.8	Functional
11	Develops my skill in dealing with students	18	2	90%	12.8	Functional
12	He encourages me to formulate rules for the class by involving the students from the first meeting.	18	2	90%	12.8	Functional

The field of teaching skills						
No.	Paragraphs	Validity		Agreement percentage	Chi-square value	Sig.
		Suitable	Unsuitable			
1	He guides me to connect the topic of the lesson with the students' previous experiences	18	2	90%	12.8	Functional
2	The educational supervisor encourages me to use methods that develop students' thinking	20	0	100%	20	Functional
3	The educational supervisor guides me to take into account the individual differences of the students	20	0	100%	20	Functional
4	The educational supervisor encourages me to master learning skills	17	3	85%	9.8	Functional
5	Motivates me to use cooperative learning in teaching	20	0	100%	20	Functional
6	Develops my ability to use feedback in education	20	0	100%	20	Functional
7	He helps me design ideal lessons for students	17	3	85%	9.8	Functional
8	He encourages me to use aids in teaching students	18	2	90%	12.8	Functional

Curriculum field						
No.	Paragraphs	Validity		Agreement percentage	Chi-square value	Sig.
		Suitable	Unsuitable			
1	It helps me in the curriculum analysis process	20	0	100%	20	Functional
2	It enhances the activities associated with the curriculum that work to develop students' talents	18	2	90%	12.8	Functional
3	The educational supervisor participates with me in the curriculum evaluation process	20	0	100%	20	Functional
4	He provides me with educational bulletins related to developments in the curriculum	20	0	100%	20	Functional
5	He involves me in educational workshops to discuss the content of the curriculum	20	0	100%	20	Functional
6	It helps me analyze the content of the applied book	20	0	100%	20	Functional
7	He keeps me informed of developments in the curriculum	17	3	85%	9.8	Functional
8	He guides me to adopt the latest methods in teaching the curriculum	20	0	100%	20	Functional

Calendar field						
No.	Paragraphs	Validity		Agreement percentage	Chi-square value	Sig.
		Suitable	Unsuitable			
1	The educational supervisor urges me to use the summative assessment in the classroom situation	18	2	90%	12.8	Functional
2	It increases my ability to use formative assessment in class	20	0	100%	20	Functional
3	It helps me uncover strengths and weaknesses when formulating goals	20	0	100%	20	Functional
4	The educational supervisor provides me with continuous feedback about my performance	17	3	85%	9.8	Functional
5	It emphasizes planning for students' learning according to the results of their assessment	20	0	100%	20	Functional
6	It helps me prepare treatment plans based on the evaluation results	20	0	100%	20	Functional
7	It helps me diversify my use of different calendar tools	17	3	85%	9.8	Functional
8	It gives me skills to analyze test results	18	2	90%	12.8	Functional
9	It helps me build tests according to the specifications table	20	0	100%	20	Functional
10	It helps me formulate questions during the evaluation process	20	0	100%	20	Functional

It shows us the results of the (K2) test of the experts' opinions about the validity of the items of the scale of the role of the educational supervisor in developing physical education practitioners.

2-4-1-5 - Exploratory application of the areas of the scale of the role of the educational supervisor in developing the professional performance of applied students:-

The researcher conducted the exploratory experiment with his auxiliary work team on a sample of (40) male and female students. This sample was chosen randomly from the research community and outside the research sample on Wednesday, 3/5/2022, and its goal was: -

- 1- Identify the clarity of the scale's items and instructions.
- 2- Identify the problems facing the researcher in applying the final scale.
- 3- Knowing the efficiency and capabilities of the assistant work team.
- 4- Detecting the effectiveness and accuracy of the answer options.

The answer time was between (16-20) minutes, and all paragraphs were understandable to the applicants.

2-4-1-6 The main application of the areas of the scale of the role of the educational supervisor in developing the professional performance of applied students necessary for the construction sample:-

The scale, with its instructions and paragraphs, became ready for application. The researcher and the assistant work team began applying the scale to the (construction sample) of (100) fourth-year students at the College of Physical Education and Sports Sciences / Al-Qadisiyah University for the academic year 2022/2023 on 6/27/2022.

2-4-1-7 Statistical analysis of the scale items:-

After completing the scale, one of the important requirements in the process of building it, in order to obtain excellent items that achieve the goal of construction, the researcher followed the following procedures after the process of correcting and transcribing the data, and the process took (10 - 15) minutes for each questionnaire:

- 1- Discrimination Index:-
- 2- Scientific index for the scale:-

2-4-1-8 Indicators of discrimination:-

To calculate transactions, two methods were used:

- 1- The two extreme groups (external consistency):-
- 2- Internal consistency method:-

1- Coefficients for the item's correlation with the overall score of the sub-field to which it belongs.

B- Coefficients for the correlations of the subdomains with the total score of the scale.

C- The correlation coefficients for each item with the total score of the scale. They are considered one of the appropriate methods for calculating the discrimination of paragraphs.

The Pearson correlation coefficient was used to extract the correlation between the scores of each item and the total score for the domain and the scale in relation to the areas of the professional skills scale for the individuals in the research sample, which amounted to (100) applied and applied. It was found that all items of the (professional skills) scale are morally significant because the value calculated for all the items It is greater than the tabular value of the correlation coefficient, which is (0.19) at a degree of freedom (98) and a significance level (0.05), and Table (3) shows this.

Table (3)

The paragraph's connection to the field and scale shows the role of the supervisor in developing the professional skills of applicants

Planning field									
No.	The paragraph's connection to the field	Sig.	The paragraph's connection to the scale	Sig.	No.	The paragraph's connection to the field	Sig.	The paragraph's connection to the scale	Sig.
1	,900	Sig.	,896	Sig	6	,903	Sig	,923	Sig
2	,893	Sig.	,894	Sig	7	,665	Sig	,662	Sig
3	,876	Sig.	,890	Sig	8	,852	Sig	,854	Sig
4	,922	Sig.	,918	Sig	9	,879	Sig	,886	Sig
5	,877	Sig.	,880	Sig					
The field of classroom management									
No.	The paragraph's connection to the field	Sig.	The paragraph's connection to the scale	Sig.	No.	The paragraph's connection to the field	Sig.	The paragraph's connection to the scale	Sig.
1	,903	Sig	,888	Sig	7	,892	Sig	,890	Sig
2	,926	Sig	,915	Sig	8	,908	Sig	,911	Sig
3	,661	Sig	,607	Sig	9	,871	Sig	,895	Sig
4	,914	Sig	,909	Sig	10	,875	Sig	,870	Sig
5	,906	Sig	,898	Sig	11	,927	Sig	,931	Sig
6	,653	Sig	,658	Sig	12	,923	Sig	,923	Sig
The field of teaching skills									
No.	The paragraph's connection to the field	Sig.	The paragraph's connection to the scale	Sig.	No.	The paragraph's connection to the field	Sig	The paragraph's connection to the scale	Sig.
1	,672	Sig	,639	Sig	5	,597	Sig	,460	Sig
2	,678	Sig	,556	Sig	6	,703	Sig	,654	Sig
3	,618	Sig	,575	Sig	7	,662	Sig	,607	Sig
4	,785	Sig	,703	Sig	8	,756	Sig	,720	Sig
Curriculum field									
No.	The paragraph's connection to the field	Sig.	The paragraph's connection to the scale	Sig.	No.	The paragraph's connection to the field	Sig.	The paragraph's connection to the scale	Sig
1	,828	Sig	,764	Sig	5	,723	Sig	,556	Sig
2	,653	Sig	,504	Sig	6	,709	Sig	,659	Sig
3	,745	Sig	,708	Sig	7	,776	Sig	,699	Sig
4	.716	Sig	,658	Sig	8	,676	Sig	,595	Sig
Calendar field									
No.	The paragraph's connection to the field	Sig.	The paragraph's connection to the scale	Sig.	No.	The paragraph's connection to the field	Sig.	The paragraph's connection to the scale	Sig.
1	,845	Sig	,844	Sig	6	,946	Sig	,934	Sig
2	,917	Sig	,886	Sig	7	,928	Sig	,912	Sig
3	,898	Sig	,903	Sig	8	,735	Sig	,698	Sig
4	,937	Sig	,930	Sig	9	,845	Sig	,788	Sig
5	,745	Sig	,708	Sig	10	,776	Sig	,699	Sig

1- The two peripheral groups:-

After applying the scale to the construction sample and correcting the forms, we took the following steps:

1- Determine the total scores for each scale (the sum of the scores for its domains) individually.
 2- Arranging the total scores in descending order and taking the highest and lowest 27% of the total scores for each subscale. The upper group represented 27%, and the lower group represented 27%. The number of each of them was equal to (27) applied and applied. The arithmetic mean and standard deviations for the scores of the two groups were calculated. In each area of the scale, the test (T-Test) was applied for two independent samples to identify the statistical significance of the difference between the means of the two groups for the scale's items. The T-value was considered an indicator of the validity of the item by comparing it to the tabular value of (1.98) at a degree of freedom (27) and the level of significance (0.05), and it became clear from the results of the analysis that all items in the scale are distinct.

2-4-1-7-Scientific indicators for the scale: -**2-4-1-7-1 Validity of the scale: -**

The more the scale contains an indicator of validity, the greater the confidence in it in measuring what it is intended to measure. Several indications of validity have been extracted according to what the construction of the scale and my agencies adhere to: -

First: The truthfulness of the content:

Presenting the paragraphs to another team of specialists. After analyzing their opinions statistically using (K2).

Second: Construct validity:

The researcher verified this assumption by excluding the non-distinctive paragraphs and retaining the paragraphs that have the ability to distinguish between the physical education lesson in Al-Diwaniyah Governorate) as follows.

1- The style of the two extremist groups: -

The ability of a good scale to suffice the parts that make up it from the perspective of their ability to distinguish between groups that differ in performance on the phenomenon, and the validity of the distinction was confirmed by keeping the items that statistical analysis proved to be able to discriminate and were excluded from the scale.

2- Internal consistency:-

“This method shows that the individual's total score is an important criterion for the validity of the scale's construction by finding the correlation between the score of each item of the scale and the total score” ()

The researcher confirmed this type of honesty through a correlation:

A- The score of the item according to the total score of the subscale to which it belongs: -

B- The score of the subscale compared to the total score of the scale:-

C- The score of each item of the scale according to the total score of the scale:-

2-4-1-7-2 Stability of the scale:-**First: the half-split method**

The researcher relied on the questionnaires of the main experiment for the construction sample, which numbered (100) forms, where the items of the subscales were divided into two halves, and the first half included the odd-numbered items while the second half included the even-numbered items. After that, the Pearson correlation coefficient was extracted for the total The scores of the two halves of the test. However, these values represent the coefficients of the half of the test for the subscales. Therefore, these coefficients must be corrected by using the Spearman-Brown equation to correct the reliability coefficient to obtain the reliability of the test as a whole, and the Cronbach's alpha equation: The researcher used the (Cronbach's alpha) equation to calculate the reliability of the test on the answers of the sample of (100) male and female students. The values of the reliability coefficients were between (0.840 - 0.982) for the subscales of the teaching competencies scale, and the values of the reliability coefficients ranged between (0.838 - 0.984). For the subscales of the scale, Table (4) shows this.

Table (4) The test reliability coefficients for Cronbach's alpha show a measure of the role of the educational supervisor in developing the professional performance of applied students

No.	Fields	Cronbach's alpha coefficient
1	Planning field	0.840
2	The field of classroom management	0.887
3	The field of teaching skills	0.954
4	Curriculum field	0.968
5	Calendar field	0.958
6	The scale as a whole	0.982

2-5 Statistical methods:-

The researcher took advantage of the statistical software package (SPSS) to extract the results of his research.

4- PRESENTATION, ANALYSIS AND DISCUSSION OF THE RESULTS:

4-1 Presentation, analysis and discussion of the results of the relative importance of the areas of the scale of the role of the educational supervisor in developing the professional performance of applied students:-

Table (5) It shows the relative importance of the areas of the educational supervisor's role in developing the professional performance of applied students

No.	The field	Weighted mean	Relative importance
1	Planning field	13.396	70.868
2	The field of classroom management	16.120	72.090
3	The field of teaching skills	12.190	69.943
4	Curriculum field	11.396	68.868
5	Calendar field	15.120	70.090

Table (5) shows that the fields of study included in the scale are necessary to reveal the role of the educational supervisor in developing the professional performance of those applied in the physical education lesson. To achieve the second goal of the research, the researcher knew the relative importance of each field of study in order to determine the evaluation in the correct logical manner. The arithmetic mean for the planning field reached (13,396) and was of relative importance (70,868). While the arithmetic mean for the field of classroom management reached (16,120), with relative importance (72,090), while the arithmetic mean for the field of teaching skills reached (12,190), with relative importance (69,943), while the arithmetic mean for the field of curriculum reached (11,396), with relative importance (68,868), while the mean reached Arithmetic for the evaluation field (15,120) and relative importance (70,090). The researcher attributes that the reason why the field of classroom management ranked first in the arithmetic mean (16,120) and with relative importance (72,090) is because this field included organizing educational experiences and the activities accompanying them and employing them in the teaching-learning process within the classroom, and teachers often make adjustments in their plans based on differences. The individuality among students and how they perceive the lesson and the educational situation, and this area is also one of the important areas in the educational process. The role played by supervision is one of the elements of the educational process, searching for the necessary needs in a way that contributes to implementing the decision to change and develop for the better (). Increasing the effectiveness of the implementer's role through real response to the supervisor Educational, positive change in the applicant's inclinations towards educational supervision, and arousing the motivation of the applicants to practice everything in the educational and educational field, and developing students' behavior . The student who cannot manage his class cannot lead anything else. Judging the achievements of students in their performance of the educational process is linked to managing and controlling the classroom. There is no doubt that there is a close relationship to classroom management through classroom management's focus on exploiting all the experiences of learners in general, as well as through Time is a scarce resource that cannot be stopped. Therefore, it is supposed to be used effectively to achieve the specified goals in a specific time, and that classroom management does not limit itself to order and control within the classroom, but rather contains many aspects, and in most cases the implementers face many problems resulting from the inability of classroom management resulting from weak experience and scientific education programs that are provided to them. At the university, they are empowered with effective strategies, so the educational supervisor is largely responsible for developing those applying the field of effective classroom management.

Therefore, the applicators' appreciation came in first place for the role of the educational supervisor in this field. Then came the field of evaluation second, with an arithmetic mean (15,120) and relative importance (70,090). The researcher justifies this because this field requires decisions about the suitability of the objectives that were chosen and the educational strategies taken to achieve these objectives, as well as the importance of classroom evaluation for students, which has differed greatly at the present time. Previously, the evaluation aimed to classify students. Now, the goal of evaluation is not just to issue a judgment at the student level, but rather to evaluate all personal aspects, to encourage the student to learn, to help him understand his position in a particular category, to help him understand his position in the

educational process, and to direct him in the right direction. He also reveals areas of weakness and corrects them. It also enables it to identify the student's strengths and enhance them. Classroom evaluation is based on the consideration that the more you can know about the extent and how the student learns. Here comes the role of the educational supervisor in providing the implementers with a useful review on the methods of evaluating the educational process. Therefore, the role of the educational supervisor has a great degree of importance in the field of developing the skills and competencies of the implementers in the field of evaluation skills and methods, so the appreciation of the implementers in this field for the role of the educational supervisor in this field. The field of planning came in third place, with the arithmetic mean reaching (13,396) and with relative importance (70,868), despite the fact that developing plans for teaching is one of the tasks of the implementer to implement all the objectives of the curriculum and evaluation methods, and on all of this the success of classroom management depends. The implementers' appreciation for the role of the educational supervisor came in third place, due to the importance of the role of the educational supervisor in helping the implementers in formulating the quarterly plan and implementing the plan in practice, as well as the role of the educational supervisor in determining the appropriate activities for the implementers and drawing long-term plans. The field of teaching skills came in fourth place, where the arithmetic mean reached (12,190) and with relative importance (69,943). The researcher explains this because of the great importance of teaching skills, which need great development, especially in light of the tremendous cognitive and technological progress. They have become more important and more in need than ever before of development in a cooperative manner. The student is the important corner of the process and an essential factor in its success or failure, and it is his responsibility to raise and teach the students. Therefore, the teaching skills of the student are an indispensable basis for achieving the goals of the educational system. The Ministry of Education emphasizes the importance of applied skills, whose effective role is not only limited to achieving the objectives of teaching academic units, but also extends to enhancing the educational aspect of applied students. Therefore, the extent to which the apprentice is able to use the practices and procedures that help him carry out the teaching process with high efficiency depends to a large extent on the professional development processes that the apprentice provides, especially since one of the sources of professional development for the apprentice is through the educational supervisor who develops the teaching skills of the apprentice through a number of Among the supervisory methods, the most important are: Exchange of visits, applied courses, theoretical training, seminars, conferences, etc. Therefore, the assessment of the applicants for this field came in third place, and the assessment of the applicants was consistent with the requirements for development in the aspect of teaching skills. It is clear that the degree of effectiveness of the educational supervisor in developing the applicants in this field has decreased, which requires double efforts for educational supervision in developing the applicants through the exchange of visits.

Al-Mughidi (2001) confirmed that the principles that bind the educational supervisor to the implementers are rooted in the nature of the relationship that restricts every democratic supervisor. With those who work with him (the Mutabiqeen) . The general view of the supervisor's person was that he was condescending and arbitrary, and possessed of the arrogance that he expressed during his visits and follow-up inspections. (Gorden (2000). As for

the researcher's opinion, this is wrong, as the educational supervisor is a critic and a friend, and the criticism he issues is constructive rather than negative, and is in the interest of the implementer and the educational process. Fifthly and finally, there was the field of the curriculum, where the arithmetic mean reached (11,396) with relative importance (68,868). The researcher explains this by saying that one of the tasks of the educational supervisor is to expand the curriculum, as the role of the supervisor in the process of developing the curriculum is a contributing role with the implementers, and he finds the specialized educational service for the implementer, and assists them in Developing the correct vision for implementing the curriculum in students' education, and suiting the students' abilities and different needs, especially since it emphasizes the implementation processes that implementers are required to accomplish, such as content analysis and implementation of the content agreed upon and decided upon in the ministerial curriculum. Therefore, the researcher attributes the concentration of the curriculum field in last place from the viewpoint of implementers, and that Due to the low effectiveness of the educational supervisor in assisting the implementers in analyzing and evaluating the educational curriculum and their lack of knowledge of the developments related to the curriculum and modern methods in teaching the curriculum, all of this is done by involving them in educational workshops related to the curriculum and listening to the observations, difficulties and problems that the implementers face in implementing the curriculum to solve all these difficulties. In implementing the curriculum and taking into account all the observations recorded by the implementers regarding the curriculum because they are concerned with implementing the curriculum. "On the other hand, the supervisor is required to set a good example in his dealings with the employees, which makes him unable to evade the responsibilities assigned to him" (). As for the researcher's opinion, this is wrong, as the educational supervisor is a critic and friend, and the criticism he issues is constructive rather than negative, and is in the interest of the implementer and the educational process. Fifthly and finally, there was the field of the curriculum, where the arithmetic mean reached (11,396) with relative importance (68,868). The researcher explains this because one of the tasks of the educational supervisor is to develop the curriculum, as the role of the educational supervisor in the process of developing and improving the curriculum is a participatory role with implementers and specialists, and provides educational service. Specialized technical technician For teachers, it helps them develop the correct vision for employing the curriculum in learning and teaching students in a correct manner that suits the students' abilities and different needs, especially since it focuses on procedural processes that implementers are required to accomplish, such as content analysis and implementing the content agreed upon and decided upon in the ministerial curriculum. Therefore, the researcher attributes the concentration of the curriculum area in rank The latter from the point of view of the implementers, due to the low effectiveness of the educational supervisor in helping the implementers analyze and evaluate the educational curriculum and their lack of knowledge of the developments related to the curriculum and modern methods in teaching the curriculum. All of this is done by involving them in educational workshops related to the curriculum and listening to the observations, difficulties and problems that the implementers face in Applying the curriculum to solve all these difficulties in applying the curriculum and taking into account

all the observations that the implementers record regarding the curriculum because they are concerned with implementing the curriculum.

4-2 **Presenting and discussing the results of the tests** between (males - females) to measure the role of the educational supervisor in developing the professional performance of students applied in the education lesson in the physical education lesson from their point of view in Al-Diwaniyah Governorate.

Table (6) It shows the arithmetic means, standard deviations, and the calculated and tabulated (T) value between males and females for the scale of the role of the educational supervisor in developing the professional performance of those applying in the physical education lesson from their point of view.

No.	The variable	Males		Females		Calculated T	Sig.
		Mean	Sd.	Mean	Sd.		
1	A measure of the role of the educational supervisor in developing the professional performance of applied students	224,96	34.40	208.76	40.42	2.16	0.032

Table (6) shows the arithmetic means, standard deviations, and the calculated and tabulated T value for both genders in tests measuring the areas of the role of the educational supervisor in developing the professional performance of those enrolled in the physical education lesson from their point of view in Diwaniyah Governorate, where the results for males showed an arithmetic mean of (224.96).) and standard deviation (34.40), while the test results for females were arithmetic mean (208.76) and standard deviation (40.42). When testing the significance of the differences between the average scores of males and females using the t-test for two independent samples, it was found that the calculated t-value was equal to (2, 16) When compared to the tabular value of (1.98), at a significance level of (0.05) and degree of freedom (98), it turns out that the calculated T-value is greater than the tabular T-value.

The results showed between males and females that there are no significant differences in the arithmetic fields of the two parties in the fields of study combined (planning, classroom management, teaching skills, evaluation, and curriculum) from the point of view of the two educational parties in their professional development. The researcher attributes this to the convergence of experiences between male and female students, Also, the supervisory processes are subjected to both parties in light of one curriculum that mostly relies on one method, which is the classroom visit, and this is reflected in the results they obtain from special guidance from the specialized supervisors during the working hours in terms of preparing for the physical education lesson and developing plans for the lesson.

“Also, embarking on the success of positive activities, developing old practices, sharing the vision of what good teaching should look like, and developing professional performance” .

5 - CONCLUSIONS AND RECOMMENDATIONS:-

1-5- Conclusions:

- 1- The educational supervisor (university professor) has an effective and significant impact in developing the professional performance (planning, classroom management, teaching skills, curriculum, evaluation) of the students enrolled in the physical education lesson.
- 2- The role of the educational supervisor (university professor) has a wide impact in solving the problems facing applied students and developing solutions for them.
- 3- The role of the educational supervisor (university professor) in developing the performance of students, where the field of classroom management came in first place, then the field of evaluation came in second place, and the field of planning came in third place, and the field of teaching skills came in fourth place, and fifth came the field of the curriculum in terms of the relative importance of each field.

5-2- Recommendations:

- 1- The necessity of intensifying visits by the educational supervisor (university professor) and continuous follow-up to refine the ability and potential of the students enrolled in the mathematics lesson.
- 2- Emphasis on holding theoretical and practical training lessons and workshops to enhance the knowledge and information of applied students, allowing them to develop and advance the educational process and inform them of the latest educational methods and techniques.
- 3- Conduct similar studies on the role of the supervisor in developing the professional performance of applied students.

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Appendices

Appendix(1)

Questionnaire of the importance of the scale areas

good greeting :-

The researcher wants to conduct his research titled: (The role of the educational supervisor (university professor) in developing the professional performance of students applying for a physical education lesson in the College of Physical Education and Sports Sciences/University of Al-Qadisiyah)

In view of your experience and knowledge in this field, the researcher would like to be enlightened by your sound opinions regarding the importance of the areas for measuring the role of the educational supervisor in developing the professional performance of students that you deem appropriate, based on its paragraphs and the extent of its suitability, and adding any field that you deem appropriate, noting that the score number (0) represents The lowest grade, while grade (5) represents the highest grade.

Please accept my deepest thanks and appreciation

researchers

Name of expert:

The scientific title :

Workplace:

the date:

the signature :

A form showing the validity of the areas of the educational supervisor's role in developing the professional performance of applied students, along with a procedural definition for each area according to its relative importance.

No.	The field	Relative importance					Notes	
		0	1	2	3	4		5
1	Planning field							
2	The field of classroom management							

3	The field of teaching skills							
4	Curriculum field							
5	Calendar field							

Appendix (2)

Ministry of Higher Education and Scientific Research

Al-Qadisiyah University

College of Physical Education and Sports Sciences

Questionnaire

Dear Professor,,,Respected
good greeting

The researcher wants to conduct his research titled: (The role of the educational supervisor (university professor) in developing the professional performance of students applying for a physical education lesson in the College of Physical Education and Sports Sciences/University of Al-Qadisiyah)

Given your experience and knowledge in this field, the researcher would like to be enlightened by your sound opinions regarding the suitability of his paragraphs to measure the role of the educational supervisor in developing the professional performance of applicants, which you deem appropriate to his paragraphs, and to add any paragraph you deem appropriate, noting that the answer alternatives are five-fold.

Always	Often	Sometimes	Rarely	Very rare
5	4	3	2	1

Please accept my deepest thanks and appreciation

researchers

Name of expert:

The scientific title :

Workplace:

the date:

the signature :

A form showing the validity of the items related to the scale of the role of the educational supervisor in developing the professional performance of students applied to each area of the scale

Planning field				
No.	Paragraphs	Suitable	Unsuitable	Needs modifications
1	The educational supervisor helps me build a treatment plan			
2	He discusses with me how to formulate goals			
3	Helps me formulate the quarterly plan			
4	It helps me implement the plan practically			
5	He helps me create a special plan for people with special needs			
6	He involves me in planning educational workshops			
7	He trains me in teamwork			
8	In educational courses, he informs me of developments in the educational process			
9	It helps me determine activities appropriate to educational goals			

The field of classroom management				
No.	Paragraphs	Suitable	Unsuitable	Needs modifications
1	The educational supervisor encourages me to provide an appropriate environment for learning			
2	The educational supervisor guides me to			

	provide psychological security for students			
3	It guides me to using body language (facial expressions,,,) in controlling classroom communication			
4	He encourages students to get used to the internal system, away from the use of punishment			
5	Leads me to use positive reinforcement during interactions			
6	It guides me to the importance of building social connections with students during classroom interaction			
7	He directs me to adopt the responsible democratic style of classroom management			
8	He directs me to take care of students' records			
9	He encourages me to monitor students' growth and involve them in classroom activities			
10	He talks to me about ways to maintain order in the classroom			
11	Develops my skill in dealing with students			
12	He encourages me to formulate rules for the class by involving the students from the first meeting.			

The field of teaching skills

No.	Paragraphs	Suitable	Unsuitable	Needs modifications
1	He guides me to connect the topic of the lesson with the students' previous experiences			
2	The educational supervisor encourages me to use methods that develop students' thinking			
3	The educational supervisor guides me to take into account the individual differences of the students			
4	The educational supervisor encourages me to master learning skills			
5	Motivates me to use cooperative learning in teaching			
6	Develops my ability to use feedback in education			
7	He helps me design ideal lessons for students			
8	He encourages me to use aids in teaching students			

Curriculum field

No.	Paragraph	Suitable	Unsuitable	Needs modifications
1	It helps me in the curriculum analysis process			
2	It enhances the activities associated with the curriculum that work to develop students' talents			

3	The educational supervisor participates with me in the curriculum evaluation process			
4	He provides me with educational bulletins related to developments in the curriculum			
5	He involves me in educational workshops to discuss the content of the curriculum			
6	It helps me analyze the content of the applied book			
7	He keeps me informed of developments in the curriculum			
8	He guides me to adopt the latest methods in teaching the curriculum			

Calendar field				
No.	Paragraphs	Suitable	Unsuitable	Needs modifications
1	The educational supervisor urges me to use the summative assessment in the classroom situation			
2	It increases my ability to use formative assessment in class			
3	It helps me uncover strengths and weaknesses when formulating goals			
4	The educational supervisor provides me			

	with continuous feedback about my performance			
5	It emphasizes planning for students' learning according to the results of their assessment			
6	It helps me prepare treatment plans based on the evaluation results			
7	It helps me diversify my use of different calendar tools			
8	It gives me skills to analyze test results			
9	It helps me build tests according to the specifications table			
10	It helps me formulate questions during the evaluation process			