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**Dr. Thabit Ihsaan Hamodat**  
Department of Physical  
Education and Sports Science,  
Girls College of Education,  
Iraq

## The role of the specialist supervisor in developing the performance of the physical education teacher and its relationship to job engagement in some schools in the city of Mosul

**Dr. Thabit Ihsaan Hamodat**

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### Abstract

This research aimed to identify the extent to which the specialized educational supervisor helps in developing the performance of the physical education teacher from the point of view of the teachers. It also aimed to find out the differences between the responses of the study sample according to the variables of academic degree and length of service, and to know the relationship and the percentage of contribution between the role of the specialized educational supervisor in developing the performance of the physical education teacher and job engagement.

To achieve the objectives of the research, the researcher used the descriptive approach by following the survey method. The research sample was selected according to the intentional exhaustive method. It included teachers of physical education in some schools in the city of Mosul; (75) teachers. The researcher also used a questionnaire on the role of the educational supervisor in developing professional performance, which was designed by Al Shadaifat 2014). The questionnaire included (43) items distributed on five fields (planning, classroom visits, curricula and teaching methods, relationship with colleagues and the local community, and evaluation). After testing its validity and reliability, the questionnaire had (41) items in its final form. The job engagement questionnaire designed by Al-Ahmadi (2018) and modified by Al-Anzi (2022) was also used. It consisted of (18) items distributed over three fields; cognitive engagement, emotional engagement, and physical engagement. The data were processed statistically as the percentage, mean, standard deviation, alpha coefficient, one-way analysis of variance, and simple regression coefficient were calculated using the statistical program (SPSS). The results showed that the specialized educational supervisor plays a role in achieving a level of job engagement for the teacher of physical education.

**Keywords:** Athletic injury, psychological effects, rehabilitation, sports psychologist, an interdisciplinary approach

### Introduction

Educational supervision is an educational process aimed at raising the efficiency of workers in the field of education; principals and teachers, by training and supervising them. The role of supervisors appears through their areas of work in planning, supervising, directing, teaching, professional growth, and providing financial and moral support to all workers, including teachers. This is done by presenting programs and suggestions for the advancement of the educational process (Al-Hamdoun, 2016:85).

Job engagement is the internal integration of the individual into the work. It can also mean identification and psychological response to the work. This is reflected in the image of the individual's self-fulfillment or his commitment towards his work, as job engagement means that the individual loves his work or is interested in the work related to it (Madi, 2014) <sup>[17]</sup> quoting (Gharbi, 2021) <sup>[15]</sup>. Therefore, it was necessary to pay attention to the role of the specialized educational supervisor, as he is the most responsible party for achieving the goals of physical education in general and school education in particular. This is done by improving the methods and number of classroom visits carried out by the specialized educational supervisor and raising the teaching efficiency of the teacher of physical education due to the nature of the academic degree and the duration of the work in teaching and achieving his emotional and behavioral engagement in his tasks. Moreover, the specialized educational supervisor is the link between educational departments and physical education teacher.

**Corresponding Author:**  
**Dr. Thabit Ihsaan Hamodat**  
Department of Physical  
Education and Sports Science,  
Girls College of Education,  
Iraq

Thus, the importance of the study is represented in defining the role of the specialized educational supervisor in raising and developing the performance of physical education teachers and the level of job engagement for the teacher. Besides, the academic importance of this research is that it is a good reference for other researchers.

### Research Problem

The teacher of physical education is the cornerstone of teaching physical education. Therefore, it was necessary to pay more attention to this topic. It is noted that the teacher of physical education in the city of Mosul did not receive real attention from the concerned departments and the specialist supervisor. Undoubtedly, the specialist educational supervisor has a prominent role in changing the nature of the work of the teacher of physical education through the directions he gives regarding how to plan, evaluate and form social relations within the work environment represented by the school and the lesson of physical education.

Therefore, the researcher identified the research problem in his attempt to reveal the level of the role of the physical education supervisor in developing the performance of the teacher of physical education in schools and achieving an integrated and effective engagement of the teacher of physical education. In this respect, there was a need to answer the question about the role of the specialist educational supervisor in developing the performance of the teacher of physical education, the level of the teacher's job engagement, and the knowledge of the role of the specialist supervisor in achieving job engagement.

### Research Objectives

1. Identifying the role of the specialized educational supervisor in developing the performance of the physical education teacher from the point of view of teachers.
2. Identifying the differences between the participants' responses about the role of the specialized educational supervisor in developing the performance of the teacher of physical education which can be attributed to the variables of academic qualification and length of service.
3. Identifying the relationship and the percentage of contribution between the role of the specialized educational supervisor in developing the performance of the teacher of physical education and job engagement.

### Research limits

People: Physical education teachers in Mosul city schools.

Place: Mosul city schools.

Time: The period from 1/12/2022 to 4/1/2023.

### Research terminology

#### Physical education supervision

It is a type of educational supervision that helps the teacher to solve the problems facing him and work on developing his capabilities and raising the level of his educational and teaching competencies in order to achieve the goals of physical education and sports in the school (Al-Khouli and Al-Shafi'i, 2002:118) <sup>[9]</sup>, quoted from (Abu Jami, 2013:55) <sup>[2]</sup>.

#### The specialist supervisor

The person assigned to follow up and supervise physical education teachers in terms of attendance, holding meetings and seminars, and following up on their systematic and extracurricular activities.

### Performance

The practice of competence at a certain level and an organized effort that includes a set of actions, responsibilities and duties carried out by teachers with the aim of providing the best through their use of the educational skills, abilities and competencies expected by educational supervisors in a specific situation and time in a way that serves and improves the quality of education (Al Shadaifat, 2014:307) <sup>[10]</sup>.

Job Engagement: This term denotes finding out the level of awareness of working individuals of the organization's conditions, leaders, and organization culture (Otieno & Waiganjo, 2015) <sup>[22]</sup>. It is also defined as knowing best practices for engaging and retaining employees and conducting surveys on employee satisfaction and happiness (Tiwari, 2011:311) <sup>[23]</sup>. Recent studies have associated performance with engagement. Bakker *et al.* (2004) <sup>[26]</sup> found that engagement was linked to both in-role and extra-role performance in a multi-sector Dutch sample, a finding replicated by Schaufeli *et al.* (2006) <sup>[27]</sup>; Halbesleben and Wheeler (2008) <sup>[28]</sup> found similar results for in-role performance and turnover intentions in a multi-sector US sample. A meta-analysis of nearly 8,000 business units in 36 companies found that engagement was also linked to business unit performance (Harter *et al.* 2002) <sup>[29]</sup>, and links have also been found with client satisfaction in service settings (Salanova *et al.* 2005). Engagement has also related to safe working by employees in a meta-analysis of 203 separate samples (Nahrgang *et al.* 2011) <sup>[24]</sup>.

### Previous Studies Al-Hamdun (2016)

The study was titled "The Role of Physical Education Supervisors in Developing School Sports for Education Directorates in Mafraq from the Teachers' Perspective". It aimed to identify the role of physical education supervisors in developing the schools of the Directorates of Education from the point of view of teachers in Mafraq Governorate. The researcher used the descriptive survey method for its suitability for the purposes of the study. The sample of the study included (83) male and female teachers, with a rate of (95%) from the original population; (39) female teachers and (44) male teachers. To achieve the objectives of this study, the researcher designed a questionnaire consisting of (45) items distributed over four areas: planning, teaching, professional development, and incentives. The results of the study showed that physical education supervisors have a major role in the development of school sports in the field of planning. Regarding the role of supervisors in the areas of teaching, professional growth and incentives, it was moderately related to the development of school sports in the education directorates of Mafraq Governorate. The study also showed that there were no statistically significant differences related to the study variables (educational qualification, gender, experience, and directorate). Al-Anzi (2022) <sup>[13]</sup>

The study was titled "Administrative Governance and its Role in Job Engagement among Faculty Members in the Colleges and Departments of Physical Education and Sports Sciences in Iraq". It aimed to identify administrative governance, job, and the relationship and contribution ratio between administrative governance and its dimensions and job engagement in the college and departments of physical education and sports sciences from the point of view of faculty members in the universities of Iraq. The research sample included (375) faculty members in the universities of Iraq. Two questionnaires were designed; management

governance questionnaire and job engagement questionnaire. The management governance questionnaire included (34) items distributed on (6) dimensions. On the other hand, the job engagement questionnaire included (18) items distributed on (3) dimensions. For the statistical processing, the researcher used (SPSS). The results showed that the college and departments of physical education and sports sciences in Iraq can apply the principles of administrative governance in its dimensions and at high levels. The results also showed that faculty members have very high levels of job engagement. It was also found that there is a relationship between administrative governance and its dimensions (participation, accountability, transparency, justice and equality, empowerment, systems and laws) and job engagement in the college and departments of physical education and sports sciences in Iraq from the teachers' point of view.

## Research procedures

### Research Methodology

The researcher used the descriptive survey method, as it suits the type and objectives of the study.

### Population and sample

The research population was selected by following the intentional comprehensive method, as the research included: Physical education teachers in the city of Mosul; (244); out of which (203) are males and (41) females. The researcher retrieved (25) questionnaire copies valid for statistical analysis, which constituted (30.737%) of the research population. This is shown in Table (1).

**Table 1:** Distribution of the research population and sample of physical education teachers in the city of Mosul

Physical education teachers	Population	Sample
Males	203	59
Females	41	16
Total	244	75
Percentage		30.737%

### Research Instrument

To achieve the objectives of the research, the researcher used the questionnaire of the role of the educational supervisor in developing professional performance, which was prepared by Al Shadaifat (2014) <sup>[10]</sup>. The questionnaire consisted of (43) statements and five dimensions (planning, classroom visits, curricula and teaching methods, relationship with colleagues and the local community, evaluation) with a score of (10, 7, 6, 9, 11), respectively. The questionnaire statements were answered according to five alternatives (very high, high, medium, low, and very low). The job engagement questionnaire prepared by Al-Ahmadi (2018) <sup>[11]</sup> and modified by Al-Anzi (2022) <sup>[13]</sup> was also used. The questionnaire consisted of (18) statements distributed on three dimensions (cognitive, emotional, and physical) with (7) (5) (6) respectively.

The questionnaire statements were answered according to five alternatives (strongly agree, agree, somewhat agree,

disagree, strongly disagree). Some minor modifications were made to suit the role of the physical education supervisor in developing the performance of the physical education teacher. After that, the validity and reliability of the virtual questionnaire were verified, as follows:

### Content validity

Owais points out that we can consider the test as valid after presenting it to a number of specialists and experts in the field that the test measures. If the experts acknowledge that this test measures the behavior that was designed to measure it, the researcher can rely on the experts' judgment (Owais, 1999:55) <sup>[14]</sup>, and this procedure is an appropriate means to ensure the validity of the questionnaire.

Therefore, the researcher presented the two questionnaires to a number of experts<sup>1</sup> specialized in sports management to judge the statements of the two questionnaires. Each of them was asked to express his observations about each of the two questionnaires, whether they were valid or invalid in the assigned field. They were also asked to express their opinions about the clarity of the statements and their suitability for the sample, as well as the validity of the alternatives. The analysis resulted in modifying some items in the two questionnaires. With regard to the questionnaire on the role of the educational supervisor in developing professional performance, the experts deleted statement number (3) from the field of planning and statement number (9) from the field of evaluation for not obtaining the experts' agreement, and moved statement (6) from the field of classroom visits and statement (11) from the field of evaluation to the field of planning.

No statement has been deleted or moved from the job engagement questionnaire. The modifications were made after the researcher obtained the agreement of (5) experts, because they represent more than (75%), as Bloom indicates that the researcher must obtain an agreement of (75%) or more from the opinions of the arbitrators in this type of validity (Bloom *et al.* 1986:126). Thus, the final form of the questionnaire was formed, which the researcher will adopt in completing his research procedures, as it is shown in Appendix (1).

### Reliability of the two questionnaires

To find out the reliability of the two questionnaires, the Alpha coefficient method was used. It is worth noting that (alpha) is of particular importance because it is used in calculating the reliability coefficient of essay and objective tests (Al-Nabhan, 2004: 248) <sup>[20]</sup>, and the statements of questionnaires whose answer requires choosing from multiple alternatives" (Allam, 2006:100) <sup>[12]</sup>, as the values of the coefficient ranged between (0.95 – 0.73) as shown in Table 2. Thus, the reliability coefficients are good, as (Abu Hweij *et al.*) indicates that the correlation coefficient for the reliability of the instrument ranges between (0.70 and 0.90) (Abu Hweij *et al.*, 2002: 68) <sup>[3]</sup>.

<sup>1</sup> Names of experts: Prof. Dr. Jassim Jaber Muhammad / Administration and Organization / College of Physical Education and Sports Sciences / Al-Qasim Green University.

Prof. Dr. Fouad Abdul Mahdi Mahmoud / Management and Organization / College of Physical Education and Sports Sciences / University of Basra.

Prof. Dr. ShaheenRamzyRafeeq / Management and Organization / College of Physical Education and Sports Sciences / University of Kirkuk.

Prof. Dr. Yassin Ali Khalaf / Management and Organization / College of Physical Education and Sports Sciences / University of Anbar

**Table 2:** The values of the reliability coefficient alpha for the two questionnaires and their dimensions

Questionnaire	Dimensions	Alpha reliability coefficient values
The role of the educational supervisor in developing professional performance	Planning	0.77
	Classroom visits	0.73
	Syllabus and teaching methods	0.79
	Relationship with colleagues and the local community	0.95
	Evaluation	0.82
	Total	0.93
Job engagement	Cognitive engagement	0.87
	Emotional engagement	0.94
	Physical engagement	0.89
	Total	0.90

**3.1.5. Description of the two questionnaires in its final form**

The questionnaire of the role of the educational supervisor in developing the performance of the teacher of physical education consisted of (41) statements distributed over five fields (planning, classroom visits, curricula and teaching methods, relationship with colleagues and the local community, and evaluation) and by (11, 6, 6, 9, 9)

respectively. In front of each paragraph, five alternatives (very high, high, medium, low, and very low) were placed with weights (5, 4, 3, 2, 1), respectively. The questionnaire consisted of (18) items distributed on three fields (cognitive, emotional, and physical) with (7, 5, and 6), respectively. The questionnaire statements were answered according to five alternatives (strongly agree, agree, somewhat agree, disagree, and strongly disagree), as shown in Table (3).

**Table 3:** A sequence of the statements of the two questionnaire: the role of the educational supervisor in developing the performance of the teacher of physical education and job engagement

Questionnaire	Dimensions	Number of statements	Sequence of the statements in the questionnaire
The role of the educational supervisor in developing professional performance	Planning	11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	Classroom visits	6	12, 13, 14, 15, 16, 17
	Syllabus and teaching methods	6	18, 19, 20, 21, 22, 23
	Relationship with colleagues and the local community	9	24, 25, 26, 27, 28, 29, 30, 31, 32
	Evaluation	9	33, 34, 35, 36, 37, 38, 39, 40, 41
Job engagement	Cognitive engagement	7	1, 2, 3, 4, 5, 6, 7
	Emotional engagement	5	8, 9, 10, 11, 12
	Physical engagement	6	13, 14, 15, 16, 17, 18

Thus, the two questionnaires are ready in their final form for application to the research sample, as shown in Appendix (1). The response levels were divided for the dimension based on similar studies in this field, including (Al-Kawaz *et al.*, 2010:

499) <sup>[6]</sup>, (Baqir, Muhammad Ali, 2013, 60), (Al-Mawla, 2015: 98) <sup>[19]</sup>, (Hamoudat, 2017: 122), (Al-Hasso, 2021, 66) <sup>[6]</sup>, (Al-Nuaimi, 53, 2022) <sup>[21]</sup>, (Al-Sharafani, 2022, 46) <sup>[12]</sup> and (Al-Anazi, 2022, 47) <sup>[30]</sup> as in Table (4).

**Table 4:** Division of questionnaire response levels and dimensions

No.	Categories	Level
1	80% or more	Very high
2	70%-79%	High
3	60% - 69%	Moderate
4	50% - 59%	Low
5	Less than 50%	Very low

Statistical methods: percentage, arithmetic mean, standard deviation, alpha coefficient, one-way analysis of variance, and simple regression coefficient using the SPSS statistical program in data analysis.

according to the research objectives.

**Presentation, analysis and discussion of the results:** This chapter includes a presentation and discussion of the results

**The first objective**

Identifying the level of dimensions of the role of the specialized educational supervisor in developing performance of physical education teacher from the point of view of teachers.

**Table 5:** The arithmetic means, standard deviations, and the level of dimensions of the role of the specialized educational supervisor

The role of the educational supervisor in developing professional performance	Arithmetic mean	Standard deviation	Percentage	Level
Planning	37.859	7.061	68.834%	Moderate
Classroom visits	21.765	4.112	72.55%	High
Syllabus and teaching methods	19.734	4.152	65.78%	Moderate
Relationship with colleagues and the local community	28.546	6.169	63.435%	Moderate
Evaluation	27.484	5.732	61.075%	Moderate
Total	135.64	23.871	66.165%	Moderate

Table (5) shows that the arithmetic means of the dimensions of the role of the specialist educational supervisor in developing professional performance (planning, classroom visits, curricula and teaching methods, relationship with colleagues and the local community, evaluation) for physical education teachers ranged between (37,859 – 19,734), with a standard deviation that ranged between (4,112 – 7,061) and with percentages that ranged between (72.55 – 61,075%) and a level that ranged between high and average for all dimensions. The total arithmetic mean was (135.64) and with a standard deviation of (23/ 871), with a percentage of (66.165%). The level in general was average.

The researcher believes that the high level of classroom visits is due to the real pursuit of the specialist educational supervisor to build relationships of familiarity and respect with the teacher of physical education as a starting point for joint action. This reflects the teacher's acceptance of all observations and directions made by the supervisor, whether through a pre-agreed visit or a surprise one. As for the average level, according to the opinion of the study sample, for the role of the specialized educational supervisor in developing the performance of the teacher of physical education as a whole, for planning, curricula, teaching methods, the relationship with colleagues, the local community, and evaluation, it reflects the discrepancy in the study sample's assessment of the specialist educational supervisor's endeavor to follow up on the plans set for all levels and implement the curriculum, methods of teaching and setting goals and guidance towards the adoption of various methods in the evaluation as well as the formation of good relations in the internal and external environments.

**Table 6:** Means, standard deviations, and level of planning statements

Statements	Arithmetic mean	Standard deviation	Percentage	Level
1	3.531	1	70.62%	High
2	2.921	1.023	58.42%	Low
3	3.421	1.08	68.42%	Moderate
4	3.427	1.152	68.54%	Moderate
5	3.39	1.203	67.8%	Moderate
6	3.406	1.191	68.12%	Moderate
7	3.093	1.243	61.86%	Moderate
8	3.515	1.023	70.3%	High
9	3.312	1.18	66.24%	Moderate
10	3.843	1.211	76.86%	High
11	3.984	1.364	79.68%	High

It is clear from Table (6) that the arithmetic means of the planning items ranged between (3,984 – 2,921), with a standard deviation ranging between (1 – 364), percentages that ranged between (7968% - 5842), and the level of the items ranged between (high – Low). The researcher believes that the high level in statements (1, 8, 10, and 11) is due to the teacher's supervisor's assistance in determining the means and methods of teaching and how to plan and follow up. As for the average level in paragraphs (3, 4, 5, 6, 7, 9), it reflects the variation in planning training courses and how to develop the teacher of physical education, according to the opinion of the study sample, while the low level in (2) is due to the decline in following up on plans for those with athletic levels.

**Table 7:** Arithmetic means, standard deviations, and the level of the classroom visits statements

Statements	Arithmetic mean	Standard deviation	Percentage	Level
1	3.531	1.181	70.62%	High
2	3.703	1.049	74.06%	High
3	3.427	1.270	68.54%	Moderate
4	4.046	1.118	80.92%	Very high
5	3.421	0.988	68.42%	Moderate
6	3.625	1.133	72.5%	High

It appears from Table (7) that the arithmetic mean of the classroom visits items ranged between (3,421-4046), with a standard deviation ranging between (0.988-1,270) and with percentages ranging between (68.42-80.92). The level of the statements as a whole ranged between (very high and medium). The high level in statements (1, 2, 4, 6) is due to the supervisor's endeavor to build a close and mutual

relationship with the teacher and inform him of the content of the classroom visit, which benefits everyone through the exchange of information and experiences. As for the intermediate level in statements (3) and (5), it is due to the supervisor using the method of praise and guidance from time to time during or after the class visit.

**Table 8:** Means, standard deviations, curricula level, teaching methods and its dimensions

Statements	Arithmetic mean	Standard deviation	Percentage	Level
1	3.875	0.951	77.5%	High
2	3.218	1.161	64.36%	Moderate
3	3.375	1.091	67.5%	Moderate
4	3.125	1.188	62.5%	Moderate
5	2.953	1.118	59.06%	Low
6	3.187	1.067	63.74%	Moderate

It is clear from Table (8) that the arithmetic means of the dimensions of curricula and teaching methods and its dimensions ranged between (3,875 – 2,953) with a standard deviation ranging between (1,188 – 951,.) and percentages ranging from (77.5% - 59.5%), and the level of the statements ranged between (high – low). The high level in statement (1)

indicates the supervisor's follow-up to the curriculum implementation plans. As for the average in statements (2, 3, 4, and 6), the variation appears in the supervisor's participation of the teacher in evaluating the curriculum and interpreting some terms in it, and the low level in paragraph

(5) is due to the lack of guidance of the teacher’s supervisor to adopt and use non-systematic and various sources.

**Table 9:** The arithmetic means, standard deviations, and the level of the relationship statements with colleagues and society

Statements	Arithmetic mean	Standard deviation	Percentage	Level
1	3.656	1.0869	73.12%	High
2	2.859	1.096	57.18%	Low
3	2.937	1.152	58.74%	Low
4	2.703	1.064	54.06%	Low
5	3.171	1.162	63.42%	Moderate
6	2.484	1.126	49.68%	Very low
7	3.968	0.991	79.36%	High
8	2.937	1.219	58.74%	Low
9	3.828	1.077	76.56%	High

It is clear from Table (9) that the arithmetic means of the statements of the relationship with colleagues and the local community ranged between (3,828 - 2,484), with a standard deviation ranging between (1,162 - 0,991) and with percentages ranging from (176.56 - 4968%). The level of the statements ranged between (high - very low). The high level in statements (1, 7, and 9) urges the teacher supervisor to respect the customs and traditions of the community and encourages him to establish loving and friendly relations between him and the school administrators. The average level in statement (5) is due to the lack of seriousness in participating in the various social events, and the low level in paragraphs (2), (3), (4), (6), and (8) due to the lack of guidance of the supervisor to the teacher to visit social institutions within the local community and to communicate with parents, especially athletes.

**Table 10:** Means, standard deviations, and level of evaluation statements

Statements	Arithmetic mean	Standard deviation	Percentage	Level
1	2.921	1.073	58.42%	Low
2	3.015	1.175	60.3%	Moderate
3	2.703	1.136	54.06%	Low
4	2.906	1.281	58.12%	Low
5	2.796	1.427	55.92%	Low
6	3.515	1.112	70.3%	High
7	2.89	0.875	57.8%	Low
8	3.015	1.09	60.3%	Moderate
9	3.718	0.999	74.36%	High

It appears from Table (10) that the arithmetic mean of the evaluation items ranged between (2,703 – 3,718), with a standard deviation ranging between (0.999 – 1.227) and percentages ranging between (7436% - 54.06%). The level of the statements ranged between (high – low). The high level in statements (6) and (9) reflects the supervisor's treatment of the teacher's deficiencies and weaknesses and urged him to take into account the individual differences between students. As for the average level in the two statements (82), it indicates the lack of seriousness of the supervisor in directing the teacher to pay attention to the different evaluation methods in terms of their advantages and disadvantages and

how to benefit from the students’ results in improving their level of performance, while the low level in statements (1, 3, 4, 5) indicates a lack of the supervisor’s follows up with the teacher in evaluating the methods of preparing the daily mathematical questions, checking students’ grades, and following up on students’ attendance and absence.

**The second objective:** Identifying the differences between the responses of the study sample about the role of the specialized educational supervisor in developing the performance of the teacher of physical education due to the variables of academic degree and length of service.

**Table 11:** The results of the variance analysis of the levels of the educational certificate variable among the groups of physical education teachers according to the scale of the role of the specialized educational supervisor in developing the teacher’s performance

Variables	Source of variance	Total square	Freedom degrees	Mean squares	Calculated F-value	Sig. value
Groups of physical education teachers	Between groups	1078.862	2	539.431	0.945	0.394
	Within groups	34821.872	61	570.850		
	Total	35900.734	63	1110.281		

Table (11) shows that there are non-significant differences between the answers of the study sample about the role of the specialist educational supervisor in developing professional performance according to the academic qualification variable for teachers of physical education, as the significance value was (0394), which is greater than the approved significance value (0.05). The non-significant result in the differences according to the scientific degree variable (Bachelor's,

Master's, and PhD) means the existence of differences, but it hardly rises to the degree of adoption, because the internal work environment for teachers is similar to the extent that the difference does not appear in the nature of the directives given by the educational supervisor to develop the professional performance of the teacher of physical education.

**Table 12:** Results of the variance analysis of the levels of the variable of service duration among groups of physical education teachers according to the scale of the role of the specialized educational supervisor in developing the teacher’s performance

Variables	Source of variance	Total square	Freedom degrees	Mean squares	Calculated F-value	Sig. value
Groups of physical education teachers	Between groups	267.23	4	66.808	0.111	0.978
	Within groups	35633.504	59	603.959		
	Total	35900.734	63	670.767		

Table (12) indicates that there are non-significant differences between the responses of the study sample about the role of the specialist educational supervisor in developing professional performance according to the academic qualification variable for teachers of physical education, as the significance value was (0.987), which is greater than the approved significance value (0.05).

The researcher believes that the non-significant value according to the service variable is due to the

comprehensiveness of the supervisor's directives and its impact on the development of the professional performance of the teacher of physical education.

The third objective: to identify the relationship and the percentage of contribution between the role of the specialized educational supervisor in developing the performance of the teacher of physical education and job engagement.

**Table 13:** Results of testing the relationship of the role of the specialist educational supervisor in developing the performance of the education teacher

Sample	Dependent variable	Correlation coefficient R	Coefficient of determination R <sup>2</sup>	Calculated F-value	Sig.
Teachers of physical education	Job engagement	0.363	0.132	4.008	0.003

Table No. (13) shows that there is a positive, significant relationship between the role of the specialist educational supervisor in developing professional performance and job engagement for physical education teachers, and that job engagement is affected by the role of the educational supervisor specializing in school physical education, as the correlation coefficient R for physical education teachers reached (0.363) at the significance level (0.05). As for the coefficient of determination R, it amounted to (0.132), meaning that the value of (0.132) of the change in the job engagement of teachers of physical education results from the change in the role of the specialist educational supervisor. The significance of this effect is confirmed by the calculated F value, which amounted to (4,008), which is significant at the level of (0.05).

The researcher believes that the major specialization of the specialist supervisor and the teacher of physical education has a direct role and impact in achieving the relationship and the percentage of contribution, and that the specialist supervisor seeks to adopt clear and transparent procedures in evaluating the teacher and the various knowledge of the methods of achievement and diagnosis and identifying the strengths and weaknesses of the teacher achieves an appropriate level for the engagement of the teacher of physical education in his duties.

## Conclusions and recommendations

### Findings

- There are different levels in the levels of dimensions and statements of the role of the specialist educational supervisor in developing the performance of the teacher of physical education from the point of view of teachers.
- There are non-significant differences between the responses of the study sample about the role of the specialized educational supervisor in developing the performance of the teacher of physical education due to the variables of academic qualification and years of service.
- There is a relationship and a significant contribution rate between the role of the specialized educational supervisor in developing the performance of the teacher of physical education and job engagement.

### Recommendations

- Activating the role of the specialized educational supervisor through the diversity of the work programs, the curricula, the methods of teaching and evaluation, and the emphasis on social relations.

- Enhancing the role of the specialized educational supervisor by holding courses and seminars to develop the programs and his work according to established plans that depend on the academic qualification and the length of service for the teacher so that this is reflected in the level of the physical education lesson.
- Putting emphasis on innovations and adopting modern administrative foundations to increase the physical education teacher's engagement in his tasks and their diversity.

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### Appendix (1)

#### In the name of Allah most gracious most merciful

The final version of the two questionnaires about the role of the specialist supervisor in developing the performance of the physical education teacher and job engagement in some schools in the city of Mosul

#### Dear respected physical education teacher

We are going to conduct a research entitled "The Role of the Specialist Supervisor in Developing the Performance of the Physical Education Teacher and its Relationship to Job Engagement in Some Schools in Mosul City", you are kindly requested to answer accurately and impartially by placing a mark (✓) in the field allocated. It is for the service of scientific research only, and there is no need to mention the name. Thank you for your cooperation

#### The Researcher

School name

Gender: male ( ) female ( )

Duration of service: less than (5) years. From (5) to (10) years.

From (11) to (15) years from (16) to (20) years. More than (21) years.

Academic Qualification: Doctorate ( ) Master ( ) Bachelor ( ) other (mention the academic qualification)

**The role of the specialist supervisor in developing the performance of the physical education teacher**

No.	Statements	Very high	High	Moderate	Low	Very low
1	The physical education supervisor assists the physical education teacher in determining the appropriate means and methods for education.					
2	The physical education teacher participates in developing appropriate plans for those with a low level of mathematics.					
3	The physical education supervisor assists the physical education teacher in planning the school's sports activities.					
4	The physical education supervisor plans the educational courses needed by some physical education teachers.					
5	The physical education supervisor instructs the physical education teacher to consider time in the planning process for school sports activities.					
6	The physical education supervisor directs the physical education teacher to how to develop the daily teaching plan.					
7	The physical education supervisor prepares model plans for newly graduated and appointed physical education teachers.					
8	The physical education supervisor assists the physical education teacher in how to plan the semester, monthly and daily lessons.					
9	The physical education supervisor directs the physical education teacher to set a timetable for implementing the units of the subject.					
10	The physical education supervisor reviews the quarterly plan prepared by the physical education teacher.					
11	The physical education supervisor follows up the physical education teacher's preparation books for lessons.					
12	The physical education supervisor provides an atmosphere of familiarity with the physical education teacher before attending the lesson.					
13	The physical education supervisor follows up on his observations of the physical education teacher in his previous visits.					
14	The physical education supervisor praises the teacher after the end of the physical education lesson.					
15	The physical education supervisor makes unannounced visits to the physical education teacher from time to time.					
16	The physical education supervisor directs the physical education teacher to use a variety of appropriate teaching methods.					
17	The physical education supervisor informs the school principal of the content of the classroom visit					
18	The physical education supervisor follows up the curriculum implementation plan with physical education teachers and school administration.					
19	The physical education supervisor directs the physical education teacher to how to use the teacher's guide.					
20	The physical education supervisor explains to the teacher of physical education some of the terms and concepts contained in the school curriculum.					
21	The physical education supervisor involves the physical education teacher in evaluating the school curriculum.					
22	The physical education supervisor directs the physical education teacher to use a variety of non-curricular resources.					
23	The physical education supervisor discusses the physical education teacher with the objectives of the curricula.					
24	The physical education supervisor reminds the physical education teacher of the need to respect the customs of the students' society and its traditions					
25	The physical education supervisor works to educate the physical education teacher on the importance of studying community problems.					
26	The physical education supervisor organizes a dialogue between fellow physical education teachers to learn from each other.					
27	The physical education supervisor trains the physical education teacher on multiple means of communication.					
28	The physical education supervisor directs the physical education teacher to the need for multiple activities in different social events.					
29	The physical education supervisor urges the physical education teacher to visit the social institutions within the local community.					
30	The physical education supervisor encourages the physical education teacher to establish loving and friendly relations between him and the school administrators.					
31	The physical education supervisor encourages the physical education teacher to communicate with parents, especially athletes.					

32	The physical education supervisor directs physical education teachers to the necessity of celebrating in the national events held by the school.					
33	The physical education supervisor tells the physical education teacher about the importance of reinforcement and feedback for students.					
34	The physical education supervisor explains to the physical education teacher how to benefit from the students' results in improving their performance.					
35	The physical education supervisor follows up and evaluates the methods of preparing the daily mathematical questions posed by the physical education teacher.					
36	The physical education supervisor checks the students' semester marks provided by the physical education teacher.					
37	The physical education supervisor follows up the students' attendance and absence books.					
38	The physical education supervisor deals with the defects and weaknesses of the physical education teacher.					
39	The physical education supervisor trains the physical education teacher to conduct various tests such as achievement and diagnosis.					
40	The physical education supervisor familiarizes the physical education teacher with the different evaluation methods in terms of their advantages and disadvantages.					
41	The physical education supervisor urges the physical education teacher to take into account the individual differences between students.					

### Job Engagement Questionnaire

No.	Statement	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
1	I pay a lot of attention to my job at school.					
2	I focus a great deal of attention on my job results after my school work.					
3	I work to improve my functioning in school.					
4	The main source of satisfaction with my life comes from my work at school.					
5	I am seriously thinking about my future job at school.					
6	I make sure to take on additional duties and responsibilities in my work.					
7	For me, my work at school is just a small part of my life philosophy.					
8	I feel energetic in my job at school.					
9	I am very happy with my job at school.					
10	My personal abilities and the nature of my work at school coincide.					
11	I get frustrated when I don't succeed in achieving anything related to my work.					
12	I am closely linked to my work at school.					
13	I do my work in school vigorously and diligently.					
14	I do my full career in school.					
15	I stay at work overtime to finish my work regardless of being financially compensated for that.					
16	I feel the speed of time passing while I work at school.					
17	I get ready for work by arriving early at school.					
18	I continue with my work even if I do not need the financial return it provides me.					