

Designing criteria to evaluating the performance of educational supervisors and specialists of physical education in the Iraqi Ministry of Education from the point of view of educational supervision experts

Dr. Hanaa Abdul Kareem Hasan¹, Dr. Amer Hussein Ali Omran², Dr. Ali Mohammed Jawad Ahmed Al-saegh³

¹Asst. Prof Expert / Total Quality Management and Institutional Development I Ministry of Education, Iraq.

²Asst. Prof Faculty of Physical Education and Sports Sciences / University of Kerbala, Iraq.

³Asst. Prof Ministry of Education, Iraq.

¹Dr.hah333@yahoo.com , ²Amir.hussain@uokerbala.edu.iq , ³alsaegali72@gmail.com

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Abstract: The importance of the research lies in the preparation of criteria and indicators that can be relied upon in evaluating the performance of educational supervisors and specialists for physical education in order to develop and improve their performance, the descriptive approach was used for its suitability for the objectives of the research, as the total research sample consisted of (179) individuals divided into two groups, the first (68) experts and specialists in the Ministry of Education and the second (111) educational supervisors and specialists in the General Directorates of Education in the governorates, the Delphi method was adopted with its multiple rounds as it is a suitable statistical method for the research problem, as it is based on expert opinions to obtain a high level of agreement for the list of criteria and its indicators. They are applicable and quantifiable, as they have been applied and presented to the supervisors specialists and field educators for physical education in the General Directorates of Physical Education and by using (ki²), the results resulted in a high degree of agreement that the fields and their standards and indicators are of high accuracy and proficiency and are an objective and realistic test for evaluation and ready for implementation. The researchers recommended that they should be applied and adopted in determining the training needs of educational supervisors, in order to uncover their strengths and weaknesses and also for their usefulness in self-evaluation of them and to familiarize them with the standards that they must possess to fully develop the performance of their work in order to reach the desired educational goals.

Keywords: Designing ,evaluating , physical education .

1. Introduction

Education, in its modern sense, is the main tool for comprehensive change, which makes it occupies the first place for reform and development for societies that seek progress and prosperity through a complete review of their systems, programs, departments and educational leaders because they need continuously renewal, improvement and keeping abreast of all new and developed scientific and educational levels in order to raise the level of educational service and improving the skills and competencies of future workers.

The educational and educational institutions today live in an era of excellence, competition, research, efficiency and creativity for all their operations. Therefore, they seek all that is new. The need for change in work methods has become urgent and the adoption of new paths to evaluate the performance of their employees and give them sufficient opportunity to invest and build their capabilities, develop their skills and improve their performance according to objective and specific standards. For their professional performance.

As (Shehat: 2016)⁽¹⁾ affirms, "Human development is the base and foundation of all economic, political and social development, and that setting up scientific diagnosis and educational reform plans for educational reality is a major entry point for development and improvement".

The importance of evaluating the performance of employees in educational institutions in accordance with objective standards is a measure and indicator for many things, including knowing the extent of their suitability for the educational jobs they occupy, and it provides us with information and data on the extent of their capabilities, skills and experiences in their field of work as well as reveals to us the strengths and aspects that need improvement and monitoring the gaps the lack of performance and the ease of identifying their training needs in order to develop appropriate programs for them, and the evaluation and evaluation of their performance in any educational institution is an important input to their success in applying modern management models according to the quality management system and comprehensive institutional development.

The comprehensive and continuous evaluation has become a cornerstone of any educational work if we want reform and development, and this is done by measuring the level of performance of workers and comparing their

performance in the light of tests prepared according to scientific foundations because it is a planned process of collecting information according to scientific standards aimed at issuing an objective judgment on the value of the work. Al-Tadoubi Al-Muqaddam. (Hardani: 2005)⁽²⁾.

The specific standards are the qualitative level that must be clearly present in all basic and other aspects, and through them determining the degree of quality required and an incentive for achievement and development of work to achieve the objectives of the institution and also indicate the efficiency of workers to carry out the work assigned to them.

Supervision in the educational field is one of the most important pillars and inputs of the educational system because of its enormous tasks and duties, the process of evaluating and improving performance within scientific standards is an urgent necessity to apply the quality of education and the preparation of these specialized educational standards for its evaluation must be based on the importance of the role and responsibility of the supervisory body Pedagogical in achieving the educational goals of his higher management (the Ministry of Education) in laying the foundations and basic mission and foundations through supervision, direction and guidance in order to develop and improve the performance of teachers and female teachers to ensure the quality and quality of education, the educational supervisor seeks to assist teachers and teachers in developing their professional performance so that they are highly qualified and skilled in the performance of their work and helps them to diagnose and identify educational problems facing their work and seek to address them and their role in stimulating their motivation and empowering them in developing and diversifying the methods and methods used in the classroom and creating the appropriate conditions to bring about the necessary change to develop the educational process according to his professional duties and duties, because no matter how high the teacher's preparation and whatever means are available to him for personal or institutional professional development to develop himself, the educational supervisor's role remains significant in improving learning methods by applying the requirements and concepts of total quality in education. It is the best strategic choice for educational supervision, through which the philosophy of harnessing information is adopted, and human and material capabilities, employing talents and creatively investing teachers' capabilities to ensure continuous improvement (Al-Ghafili: 2011)⁽³⁾.

Educational supervision is the organized and purposeful effort to lead teachers and other workers in the educational field in order to improve education. This includes professional growth for teachers, reformulation of educational goals, curricula, teaching methods, the entire educational evaluation and evaluation process (Abu Sharar: 2009)⁽⁴⁾. Therefore, the need is urgent to improve the outputs of the educational process. Through upgrading them and by optimal investment of the human element by defining their tasks and building their capabilities as a primary focus in raising the level of their performance.

The success of the educational supervisor's performance in his work depends on the process of successful planning and coordination of efforts and directing them towards the desired goals, the position in the educational system gives a special importance for his direct contact with the parties to the educational process (Al-Shadifat: 2014)⁽⁵⁾. It is so important that it achieves many aspects of quality in the educational system, such as the quality of the teacher, his practices in the classroom and his teaching methods, in addition to the quality of the curricula and methods of evaluation and evaluation through the good investment and employment of human and material potentials in educational institutions, which help in the process of implementing the curricula and development programs developed based on his tasks and the expected roles of him in order to improve and improve the educational performance.

The research derives its importance by addressing a new and worthy topic of research, as it is the first study to the best of researchers' knowledge that deals with preparing objective criteria with its indicators for evaluating the performance of physical education supervisors (educational and specialist) and its serious contribution to directing the evaluation process in a correct and specific direction and identifying areas that need improvement and development in The performance of the educational supervisor and achieving distinction in the quality of his performance and keeping abreast of modern variables and methods in accordance with comprehensive quality standards, in addition to providing the educational institution with information about the performance of its supervisors and what must be presented to them to develop and improve their attitudes and motivation towards work, it is also of great importance in determining training needs according to the evaluation of performance based on the established standards, introducing them and making them aware of the standards that must be possessed to perform their work fully and to reveal the potential energies and capabilities. And investing them in an optimal way and is also a model for comparing actual performance with the standards established to amend and correct evident deviations, and thus it can be adopted as a principle of differentiation and promotion in their field of specialization.

2. Research problem :

Through the experience and work of researchers in the field of physical education, sports science, quality management, institutional development and educational supervision, they noticed that there are a lot of criticism directed at the performance of the work of educational supervisors and specialists in the field of physical education and sports science, as well as the supervisory practices and visits that have become typical and traditional as our institutions lack to the objective evaluation of the performance of its physical education supervisors, note that there are criteria for evaluating the performance of educational supervisors in general, but they are almost "missing the element of specialization, this does not give a real indication of their performance according to their precise specializations, and because of the specificity of sports education in its sciences and objectives and the diversity of its activities and its difference from other sciences and in order to put the performance evaluation process on its exact path to achieve its goals". Researchers have sought to prepare objective criteria with indicators taking into account the specialization of physical education and derived from the specific main areas (knowledge, skills, trends) that were prepared by the British Council and in cooperation with the Ministry of Education within the project of capacity building in primary and secondary education to build an effective educational system.

Just as standards are of utmost importance because they are clear descriptions of all roles and duties for each part of the educational process, so they are used as a basic rule and entry point for educational reform because they achieve the principle of total quality and contribute to developing a tool (scale) that has a high degree of honesty, consistency and objectivity that helps to track the development of performance and then judgment over the progress and identification of the aspects that must be focused on in addition to the unification and consistency of provisions and the achievement of distinction and equality, it is the driving force for many educational policies and strategies that emphasize the need to raise the level of performance of workers in the educational field to the level of performance required.

3. Research objective:

- Preparing criteria and indicators to evaluate the performance of educational supervisors and specialists in the field of physical education and sport sciences.
- Knowing the ability and applicability of standards prepared for application and measurement in the educational field.

Research fields:

The human field: Specialized experts, educational supervisors and specialists for physical education in the Ministry of Education..

Time field: Academic year 2018-2019.

Spatial field: The Ministry of Education and the General Directorates of Education in its affiliated governorates.

Terms used in the search:

Standards: Are expressions indicating the minimum competencies required to be achieved for a purpose (Iman Ramadan: 2012) ⁽⁶⁾.

Procedural definition: They are terms that provide a comprehensive and brief description of the main areas of performance evaluation, they are comprehensive, objective, measurable and applicable, and are supported by a number of indicators.

Indicators: They are basic evidence that proves whether the standard has been implemented and achieved or not, its formulation is more specific and more procedural and provides a semi-objective measure of the departure or approach of the educational system to achieving a goal (Hanaa Shehat: 2016) ⁽⁷⁾.

Educational supervision: It is an organized, renewed and directed process with leadership, technical and humanitarian dimensions to bring about the required change and aims to improve the quality of education in all its dimensions (teacher - pupil - curriculum - school environment) to achieve the goals and philosophy of the Ministry of Education.

The appropriate statistical methods were used to search the statistical analysis program (spss), including Delphi rounds, chi square, arithmetic average, performance gap, percentage

4. Research methodology and field procedures:

Research Methodology:

The descriptive approach was used to achieve the research objectives by analyzing and interpreting the data and extracting conclusions of statistical significance from them regarding the research problem.

Community and sample research:

The current research community consists of experts and specialists in the field of educational supervision from the Ministry of Education who possess knowledge and know-how on the subject, they are a selective group in experience and specialization in the field of general and specialized supervisory work. The current research sample was chosen in an intentional method and on two groups, the first group (76) experts and specialists from the Ministry of Education’s General Directorate for Educational Supervision and directors of educational and specialist supervision departments in the General Directorates of Education in the governorates and the second group the application sample are the educational supervisors and specialists for physical education and their number is (120) supervisors by (6) educational supervisors and specialists for each general directorate of education in the Ministry of Education, as shown in table (1) and Figure No (1).

Table (1) research samples and their groups

N	The General Directorate	Sent forms	Recovered forms	groups
1	Experts of the Ministry of Education and the General Directorate of Educational Supervision	36	32	First
2	Directors of educational supervision departments and specialists in the general directorates of education in the governorates	40	36	First
3	Educational supervisors and specialists for physical education in the General Directorates of Education	120	111	Second
Total		196	179	0

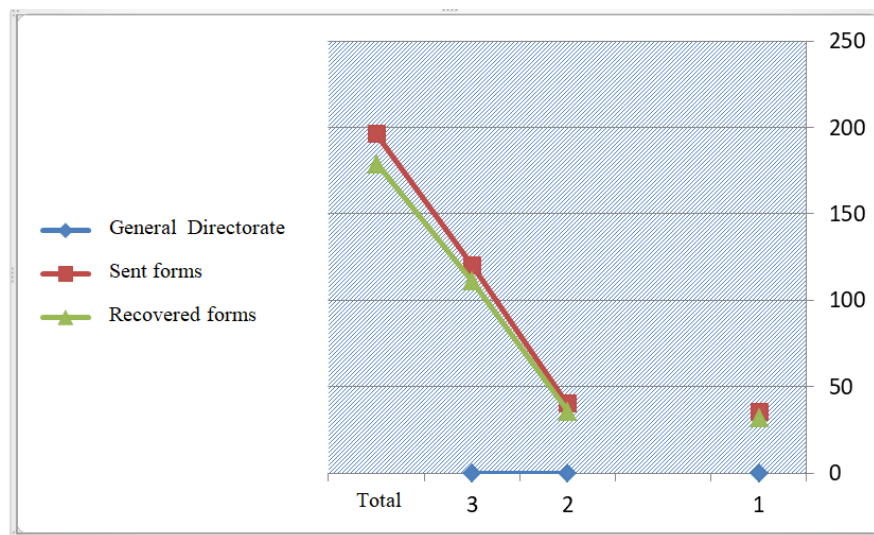


Figure (1) two research samples

Tools and methods used in the research:

The following tools and methods were used:

- Questionnaire.
- Sources and references.
- Information network.
- The opinions of experts and specialists.

Tool application procedures of scale:

In order to achieve the objectives of the research, multiple procedures were required by researchers aiming at preparing specialized criteria and indicators to evaluate the performance of educational supervisors and specialists for physical education through:

- Getting acquainted with the educational literature and similar and previous specialized research in evaluating performance and the mechanism for setting standards and indicators.
- Benefiting from the general educational supervisors performance evaluation questionnaires that were developed jointly by the Ministry of Education and the British Council in terms of key areas only.

- A review of the nature of the work and tasks of the educational supervisors for physical education that they are entrusted with, in addition to the competencies that must be available to perform their supervisory work effectively.

The first applied procedure:

The method and methodology of Delphi “is a scientifically designed approach to seek the opinion of a group of specialists and experts on a topic for study, and this is done more than once to arrive at results that are useful in solving the study problem” (Hammad and Al-Nuwairi: 2015)⁽⁷⁾.

- Work was done according to this method in multiple rounds through (a group of questionnaires).

First round:-

- A- Determine the topic to be studied, its main areas and general criteria.
- B- Determine the participating members (experts and educational specialists), who are (76) experts and specialists.
- C- Preparing an inductive open questionnaire that contains general questions about the main areas and general criteria for the topic to put their opinions, ideas and suggestions.
- D- Send it to the experts separately.
- E- After receiving the answers, they were organized, arranged, analyzed, abbreviated and grouped into similar groups that were included in the first questionnaire.

Second round: -

- A- After analyzing the questionnaires for the first round received (68) questionnaires, and obtaining the best consensus for the three main areas and their criteria, which were previously agreed upon by the experts.
- B- closed questionnaire was built for the domains, criteria and sub-indicators that included instructions on how to answer them, and a graded weight was placed for each criterion according to the five Likert scale, as follows (very important, very important, medium importance, weak importance, not important) and the estimates were approved For the answers scale (1,2,3,4,5) that represent the degree of approval.
- C- Re-send it to the experts asking for their opinions, with the results of the first questionnaire being presented to the experts themselves as feedback and asking them to review their responses from the first round based on their knowledge of its results.

Third round: - In light of the results of the second round and in order to reach convergence and consensus of opinion and to give experts the opportunity to review their ideas through feedback that has a role in increasing the interest of specialists in order to reach a sound opinion agreed upon by the majority was: -

- A- Analyzing the questionnaire and statistically interpreting the data received from the experts from the second round.
- B- Scrutinizing the responses of experts and specialists, drafting them, and integrating analogues into their respective fields.
- C- Designing a questionnaire that includes the modifications that we obtained in the second round and after modifying it and the most in agreement, and attaching it to the second round copy to know the change in their opinions.
- D- Repeat the previous step by sending it back to the experts and asking them to state their opinion, comments, amendment, deletion and addition in the scale paragraphs, with the amended copy attached.

After the third round, the number of retrieved questionnaires reached (68) forms as in Table (1). The stability of responses was reached after modifying some criteria of deleting and merging in addition to the amendment to make them more comprehensive and related to the evaluation of the performance of educational supervisors and specialists for physical education, most of which came in the third round. The level of importance is the fourth and fifth grades to varying degrees, this indicates the consensus of the experts' opinions that the standards set are applicable, measurable, integrated and comprehensive for their performance. Therefore, the final form of the questionnaire was designed to include the main areas with the criteria and their accurate indicators that were reached in the third round. Each criterion has its own sub-indicators expressing its fields. The main ones included (3) domains, (12) criteria, and (50) indicators, as shown in table and figure (2).

Table 2: Number of main fields , criteria, and their indicators.

N	Main fields	Standards	Indicators
1	Cognitive field	4	17
2	Skillful field	5	20
3	Psychomotor field	3	13
	Total	12	50

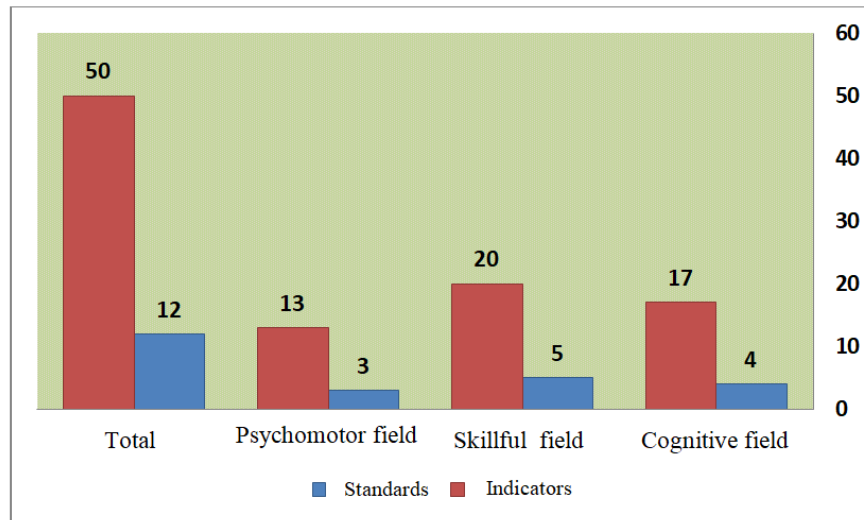


Figure (2) the number of main fields , standards, and their indicators

Presentation, analysis and discussion of results:

Presentation, analyze and discuss the first application:

After sorting the answers, collecting their data and treating them statistically, the results were reached by extracting the arithmetic mean, weight percentile, and gap size for the responses of each criterion, which were arranged in descending order for the third round and for each of the three areas as in table (3) and compared it to the cutoff threshold of (66.66) with the weight value Percentage for domains and scale paragraphs plus the gap size value.

Table (3) the arithmetic average, weight percentile and gap size.

Field	Standard		First round		Second round		Gap size
			Mean	Percentage to match	Mean	Weight percentile	
Cognitive	1	Physical education curricula have general and specific goals	3.8	89	4.2	93	7
	2	Sports planning	3.6	88	4	90.1	9.9
	3	Teaching and learning methods	3	80	4	90	10
	4	Methods of evaluation	3.2	83.2	3.2	83	17
Total			3.4	85.05	3.85	89.25	10.75
Skillful	5	Adequacy of performance and planning for it	4.2	93.1	4.4	95	5
	6	Support for teachers	4.6	96	4.6	96	4
	7	Teacher development	4	90.2	4.6	96.5	3.5
	8	Teacher evaluation and evaluation	3	80	4.1	92	8
	9	Teaching and learning technology	4.2	92.6	4.2	92.6	7.4
Total			4.01	90.38	4.48	94.2	5.8
Psychomotor	10	Continuous development and improvement	4	89.1	4.6	97	3
	11	Human relationships	4.1	91	4.6	97	3
	12	Commitment to the performance and ethics of the profession	4.5	96.1	4.3	92.8	7.2
Total			4.2	92.06	4.53	95.6	4.4

Through the observation of Table (3), in which the values of the agreement percentage were shown to experts and specialists in the second and third rounds about the proposed criteria that have been prepared, and it is evident that there is a change in the percentage of agreement areas, as shown in the two rounds, where it ranged in the second round (3 - 4.2) with a percentage weight (80 - 92,2) and her height in the third round, where it ranged

between (3.85 - 4,6) with a percentage weight (89.25-97),these are high levels of agreement that show the importance of these standards and their ability to evaluate the performance of educational supervisors and specialists for sports education. We also note the discrepancy between the statistical values of experts in the second and third rounds and that the values of most of the criteria occurred in the fourth and fifth levels of the rating scale, which is (very importantly - important to a degree large), it was found that the gap size values are low for all criteria, this is a very high indicator and it also indicates the validity and reliability of the scale. Either for the main domains, the mean values of the cognitive domain reached (3.85) with a percentage weight (89.25) and the value of the gap (10.75). As for the skill field, the values of the arithmetic mean reached (4.48) with a weight percentage (94.2). With a gap value (5.8), while the psychomotor domain, the mean values reached (4.53) with a percentage weight (95.6) with a gap size value (4.4), and this field got a higher agreement rate than other fields.

Presentation, analysis and discussion of the second applied:

After reaching a list of final standards and indicators that can be relied upon in evaluating the performance of physical education supervisors in accordance with the comprehensive quality requirements in the Ministry of Education and in order to ensure that the standards and indicators are applicable in the field and to be tested, they were sent to educational supervisors and specialists in physical education in the General Directorates of Education. (20) General Directorate, the number of the second sample is (120) supervisors, with (6) educational and specialist supervisors for each directorate and to ensure that the questionnaire that has been prepared is appropriate to evaluate their performance and whether the standards and their indicators are applicable and measurable through clarity of the paragraphs and their relevance to the main field and the time required for application and are the standards and their indicators relevant to the target according their tasks required in the performance of their work and the determination of the questionnaire a three-point scale (agreed - neutral - disagreed) with grades respectively (3, 2, 1) representing the degree of approval using (chi square) as in table (4).

Table (4) fields, criteria, their indicators, and the value of (chi-square) in its final form.

N	Field	N	Criteria	N	Indicators	Chi ²
First	Cognitive	1	Physical education curricula have general and specific goals	1	The supervisor knows and sets the general goals of the physical education curriculum according to the philosophy of the Ministry of Education	81.28
				2	Know and understand the educational and behavioral objectives of the physical education lesson	90.72
				3	Fluent in his specialization and recent developments in physical education topics	132.02
				4	Knows and understands sports driving techniques in theory and practice	160
				5	Know the concept of the scout movement, its foundations, objectives and laws	83.07
				6	Know the laws, regulations and rules of sports	65.82
		2	Sports planning	7	Knows and understands preparing and organizing school physical education records	58.12
				8	Has knowledge of planning the orientation and evaluation classroom visit for the teacher (before - during - after) the visit	152.08
				9	Knows the preparation of physical education lesson plans (weekly - monthly - annual)	160
				10	Knows how to manage, control and plan the classroom environment in the physical education lesson	122.48

Seco nd	Skillful	3	Teaching and learning methods	1 1	Possesses knowledge of sports activities and skills that achieve the objectives of physical education lessons	82.02
				1 2	Know and understand the difference between training and education	54.98
				1 3	Knows modern teaching methods and methods in the field of physical education	160
				1 4	Know the stages of learning motor for mathematical skills	136.92
		4	Methods of evaluation and evaluation	1 5	Knows the processes of observation, measurement, and testing in the mathematical field	61.2
				1 6	Knows and understands the importance of the criteria for evaluating the performance of physical education teachers	129.58
				1 7	Know the appropriate evaluation methods to evaluate the performance of physical education teachers	144.42
				1 8	He can plan currency in a flexible, realistic and efficient manner	43.32
	6	5	Adequacy of performance and planning for it	1 9	Contributes, with the teacher, to setting goals and plans for physical education in a way that suits the conditions and the material and human capabilities of the school	32.12
				2 0	Contributes to the development of educational plans and sports programs for special education	58.52
				2 1	Helps solve educational problems facing teachers and make decisions regarding them	148.3
				2 2	Encourages and supports creative and distinguished teachers in the field of sports activities and racing	66.12
		7	Teacher development	2 3	Teachers assist in the mathematical selection process of students for various sports	45.72
				2 4	Contributes to raising the level of motivation and enthusiasm for teachers in their work and support them scientifically and cognitively	77.62
2 5				Helps to use modern trends and methods in teaching physical education	92.12	
2 6				Develops the capabilities of teachers by involving them in training courses, workshops	129.82	
8	Teacher evaluation and evaluation	2 7	Encourages and motivates teachers to conduct research and studies in the field of sports	77.6		
		2 8	Provides teachers with feedback to develop their educational performance	109.36		
8	Teacher evaluation and evaluation	2 9	Determines the training needs of physical education teachers and develops programs on their basis	144.42		
		3 0	Objectively evaluates and analyzes teachers' performance using standards	156.04		

				31	The supervisor's friendly, critical approach is used in evaluating the teacher's performance	108.36
				32	He can diagnose learning disabilities for physical, motor and gaming skills, and helps the teacher address them	65.2
				33	Uses evaluation and evaluation as a diagnostic and therapeutic method for modification	140.82
				34	Helps teachers how to prepare physical and skill tests for PE	90.2
		9	Teaching and learning technology	35	Employ teaching and learning technology in designing lessons and activities in physical education to improve the learning process	40.12
				36	Innovate new methods to improve the creative abilities of teachers in physical education	55.82
				37	Uses modern technologies in his supervisory activities and visits	42.22
Third	Psychomotor	10	Commitment to professional ethics	38	The supervisor is obligated to clarify the objectives of his supervisory visit	33.22
				39	He is obligated to implement educational instructions, laws and regulations in his work	137.3
				40	Performs his work with transparency and integrity	160
				41	He is obligated to complete the tasks assigned to him accurately and effectively	89.98
				42	He adheres to educational ethical values in his work	140.86
		11	Human relationships	43	He guides and directs teachers in a humane educational way and urges them to take responsibility	144.42
				44	He has positive relationships with teachers of physical education and school administration	90.12
				45	It develops relationships and visits between teachers and encourages cooperative work among them	102.38
				46	Build a mutual trust between himself and teachers	126.22
		12	continuous improvement	47	Provides an atmosphere of reassurance, safety and job satisfaction for teachers and shares their feelings	110.2
				48	He is committed to self-evaluation to improve his personal performance	79.13
				49	Keeps pace with the latest developments, trends and modern educational strategies in the field of physical education	122.6
						50

The tabular chi-square value is (5.99) below the significance level of 0.05

Presentation, analysis and discussion of the results of the second applied procedure:

After receiving the (111) questionnaires, the answers were sorted, their data collected, and statistically processed using the chi-square, so the results resulted in the sample responses to the criteria and indicators by computing the calculated value and comparing it to the tabular chi-square value. (32.12 - 156.4), which is higher than the tabular value of (5.99), and this indicates the existence of statistically significant differences at a significance level (0.05) between the expected results in favor of the degree of agreement and for all criteria and indicators by the second research sample, the application sample for field supervisors about the questionnaire that was prepared to evaluate the performance of the educational supervisors and specialists.

Through the foregoing, the researchers see that the standards were clear, functional and understandable through their experience on the specialized sample and became ready for application in the educational field, and that the importance of evaluation in accordance with these standards comes from the importance of the quality and efficiency of the educational process, which is subject to the quality and efficiency of educational supervision and the effectiveness of its apparatus as it is one of the basic pillars, the educational process provides data and information to educational decision-makers regarding all areas of the educational process because it is the main and effective link directly linked between the school and the higher levels of managing the educational system of the Ministry of Education, it provides it with everything related to the foundations of success and the positives of school performance and the areas that need improvement and development according to which the effectiveness of its systems is judged and the gaps and gaps that need improvement, development and decision-making are known, and that the efficiency of the performance of workers in any institution represents an important and main requirement to achieve its goals through Evaluating them and determining their training needs through standards that represent a plan of action that educational institutions follow for the continuous improvement of all their operations and human resources and building their professional capabilities, so there is an urgent need to prepare standards to be a unified standard for evaluating the performance of supervisors and making judgments about their supervisory reality, as well as preparing standards in the field of precise specialization for educational supervision of physical education helps to improve their performance and develop their abilities and skills in their field of specialization.

Actually, a scale consisting of three main areas and (12) criteria and (50) sub-indicators has been reached ready to be applied to evaluate the performance of educational supervisors and specialists in the field of physical education, and the research objectives have been fully achieved, and it is possible to calculate the degree of evaluation for the educational supervisor and specialist by giving each two-point index to make the final total = (100) score for the scale as a whole, and the rating scale is three-agency (2=applied with a total degree, 1= partially applied, 0.5 = not applied)

5. Conclusions

Through the results obtained from the application of the research tool, a list of criteria and indicators of high accuracy and proficiency was reached to evaluate the performance of educational supervisors and specialists for sports education, which is an objective and realistic test for evaluation through the use of the method of Delphi in its multiple rounds, which contributed to the formulation of standards in a more specific, comprehensive and clear manner as well as applicability and measurement of the actual performance of the research sample.

The standards that were set dealt with all aspects of performance (cognitive - skill - psychomotor). Experts and specialists agreed on a high degree of agreement and their suitability for evaluating the performance of educational supervisors and specialists in the third round, where they mostly reached the fifth grade, except for the standard (evaluation and evaluation methods). He received the fourth grade, the standards and indicators also obtained a high degree of agreement for their three areas in the second research sample in field application from the educational supervisors and specialists for sports education in the general directorates in the governorates, who are responsible for evaluating the performance of the educational supervisors and specialists for sports education.

6. Recommendations

Through the foregoing, the researchers recommend the necessity of applying and adopting the standards and indicators that have been prepared in evaluating the performance of educational supervisors and specialists for sports education and the necessity of annual periodic review of these standards to update them in accordance with modern educational variables and the importance of identifying training needs in light of evaluating their performance in order to determine their strengths and weaknesses and to benefit from the standards. In the self-evaluation of the educational supervisors and specialists and their awareness of the fields, standards and indicators on which they will be evaluated, and directing them to the aspects of development required of them. Criteria can also be adopted to compare the performance of educational supervisors and specialists according to their

directorates and the need to conduct a thorough study of the professional reality of educational supervision and to know the factors that affect their performance and to identify performance gaps to address them and improve their professional performance.

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