



Evaluation of the practical performance of fourth-year students in the applied subject in the departments of Physical Education and sports sciences in the colleges of basic education

Evaluación del rendimiento práctico de los estudiantes de cuarto año de la materia aplicada en los departamentos de Educación Física y ciencias del deporte de las facultades de educación básica

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Abstract

Objective: The objective of this study is to develop an evaluation form for the practical performance of fourth-year students from the departments of Physical Education and Sports Sciences. Instructors (educational supervisors and scientists) will use this form to grade the subject of application in the faculties of basic education.

Methodology: The study population is made up of 72 fourth-year students (men and women) of the Department of Physical Education and Sports Sciences of the Faculty of Basic Education of Diyala University. All participants belong to the morning shift during the 2023-2024 academic year. These students were intentionally selected, since they are taking the subject of practical application, part of the curriculum of the Ministry of Higher Education.

Results: The results obtained show that the sample reached a "Good" level. This suggests that both the teachers of the practical application subject and the teaching methods employed have provided students with a solid knowledge base. This information has been of great benefit to them at the end of their academic career, allowing them to apply the knowledge acquired in the practical subject and, in this way, achieve the educational objectives established during the last four years.

Conclusions: Students acquire practical knowledge through practical teaching in the field of physical education. In addition, they develop important personality characteristics, such as a suitable appearance and the ability to effectively convey information to their future students.

Keywords

Performance evaluation; applied subject; fourth-year students.

Resumen

Objetivo: El objetivo de este estudio es desarrollar un formulario de evaluación para el desempeño práctico de los estudiantes de cuarto año de los departamentos de Educación Física y Ciencias del Deporte. Este formulario será utilizado por los instructores (supervisores educativos y científicos) para calificar la asignatura de aplicación en las facultades de educación básica.

Metodología: La población de estudio está conformada por 72 estudiantes (hombres y mujeres) de cuarto año del Departamento de Educación Física y Ciencias del Deporte de la Facultad de Educación Básica de la Universidad de Diyala. Todos los participantes pertenecen al turno de la mañana durante el año académico 2023-2024. Estos estudiantes fueron seleccionados intencionalmente, ya que están cursando la asignatura de aplicación práctica, parte del currículo del Ministerio de Educación Superior.

Resultados: Los resultados obtenidos demuestran que la muestra alcanzó un nivel "Bueno". Esto sugiere que tanto los profesores de la asignatura de aplicación práctica como los métodos de enseñanza empleados, han proporcionado a los estudiantes una sólida base de conocimientos. Esta información les ha sido de gran beneficio al finalizar su trayectoria académica, permitiéndoles aplicar los conocimientos adquiridos en la asignatura práctica y, de este modo, alcanzar los objetivos educativos establecidos durante los últimos cuatro años.

Conclusiones: Los estudiantes adquieren conocimientos prácticos a través de la enseñanza práctica en el campo de la educación física. Además, desarrollan características de personalidad importantes, como una apariencia adecuada y la capacidad de transmitir información eficazmente a sus futuros estudiantes.

Palabras clave

Evaluación de desempeño; asignatura aplicada; estudiantes de cuarto año.

Introduction

Educational institutions are in a perpetual state of striving for continuous improvement, particularly in their efforts to cultivate highly competent and proficient students (Ortega Torres & López Secanell, 2024). Colleges of Basic Education exemplify this pursuit, aiming to produce graduates who, after four rigorous academic years specializing in their chosen fields, are poised to become highly effective educators at the university level. These future teachers are expected to possess a comprehensive understanding of their responsibilities as instructors and their pivotal role in fostering individual growth and societal development across diverse educational domains (Handrianto et al., 2024).

A crucial domain within basic education is the sports field, specifically encompassing departments of physical education and sports sciences. The curriculum in these departments meticulously integrates both practical and theoretical instruction. All facets of learning, whether theoretical knowledge or practical skills, undergo a systematic evaluation process. This typically includes comprehensive final semester examinations, alongside specific practical performance tests and achievement assessments. Within this context, evaluation is broadly defined as “a process that includes issuing judgments on the value of things, people, and subjects” (Hassanein, 1995).

The fourth academic year culminates in a pivotal subject: “practical application,” undertaken in primary or intermediate schools. This subject holds paramount importance within the curriculum, serving as the capstone experience that synthesizes students’ four years of accumulated learning. Consequently, educators responsible for curriculum development recognize the urgent need for robust and reliable evaluation methods to accurately assess student performance in this critical subject.

A significant concern in this area is the persistent reliance on outdated standardized tests. As Muhammad & Muhammad N. Al-Din R (2008) observed, “a number of sports educators resort to using standardized tests dating back to the fifties, and despite the fundamental amendments that have been introduced to such tests, we still notice the insistence on using them, which results in obtaining inaccurate results.” This highlights a critical and pressing need for the development and adoption of updated, accurate, and contextually relevant assessment tools to ensure reliable evaluation of practical performance (Johnson & Lee, 2021). The continued use of obsolete instruments compromises the validity and reliability of student assessment, potentially hindering effective feedback and pedagogical improvements (Davies & Brown, 2022).

This research aims to address the aforementioned critical need by developing a standardized evaluation form specifically designed for assessing the practical performance of fourth-year students in physical education and sports sciences departments within colleges of basic education. This meticulously developed form will be utilized by instructors (educational and scientific supervisors) during the practical application of the subject, ensuring a more consistent, accurate, and contemporary approach to student evaluation.

Method

Research Methodology

The research methodology was intentionally designed using a descriptive survey approach to study the current practical application within the curricula of the Iraqi Ministry of Higher Education (Hammood et al., 2024; Khalaf et al., 2025).

Participants

The research community consists of 72 fourth-year students, both male and female, enrolled in the morning study program of the Department of Physical Education and Sports Sciences at the College of Basic Education, University of Diyala, for the academic year 2023-2024.

Procedure

Preparing the evaluation form



Leveraging the researcher's practical experience and a thorough review of relevant scientific literature, an initial evaluation form was developed for assessing fourth-year practical application students. This preliminary form comprises 10 paragraphs, systematically distributed across several key axes. These axes included:

Personal characteristics of the student

Professional characteristics expected of the student

Teaching competencies that the student should demonstrate

A total of 100 points were allocated for student evaluation across these 10 paragraphs, with each paragraph carrying a weighting of 10 points.

Upon completing this initial draft, the form was presented to a panel of experts and specialists in educational methods, testing, and measurement. The purpose of this expert review was to ensure the validity of the form's paragraphs. This included scrutinizing the vocabulary used, the clarity of formulation, and overall appropriateness. Experts were also tasked with suggesting suitable alternatives for any paragraphs deemed inappropriate and providing feedback on the distribution of points across the form.

Exploratory experiment

Before full-scale implementation, it is crucial to pilot any newly designed research instrument. As Abu Asba and S.K. (2001) state, "The best way to discover the suitability of the designed research tool is to test it before implementing it, i.e., to conduct an exploratory experiment (exploratory) to confirm its problems."

An exploratory experiment serves as a miniature version of the main study. Mahjoub (2001) emphasizes that it is "not permissible to conduct the exploratory experiment on the same sample members because they will be affected by the training in the exploratory experiment, which affects the result of the test or measurement." This ensures that the main study's results are not biased by prior exposure or practice effects.

In this research, after the questionnaire was finalized, it was distributed on Monday, April 8, 2024, to 10 lecturers holding various academic titles. These lecturers used the questionnaire to evaluate 20 students (both male and female) drawn from the same population as the main research sample, though not from the main sample itself. The purpose of this pilot was to allow the lecturers to test the questionnaire in a real-world setting, helping to identify:

- The time required to complete the evaluation.
- The suitability of the paragraphs.
- The effectiveness of the grade distribution.
- The overall scientific foundations of the evaluation form.
- This exploratory phase was vital for refining the instrument and ensuring its effectiveness and practicality before its full deployment.

Validity

To establish the face validity of the evaluation form, the initial version was presented to a panel of 12 experts (see Appendix 1 for expert details). These specialists were selected for their expertise in educational methods, testing, and measurement. After collecting and tabulating their feedback, it was concluded that there was unanimous agreement among the experts regarding the relevance and appropriateness of all paragraphs. Only minor modifications were suggested, none of which altered the fundamental scientific content of the items.

This rigorous expert review process ensured the form's validity. As defined by Al-Talib and Al-Samarra'i (1981), "A valid test is a test that measures what it was actually designed for." The consensus among the experts confirmed that the developed form effectively measures the intended aspects of practical performance in physical education and sports sciences.

Reliability (Stability)

Reliability, often referred to as stability, indicates that a test consistently yields nearly identical results under similar conditions. Specifically, the stability of a test refers to “the accuracy of the scale in observation and its lack of contradiction with itself and its consistency and consistency in what it provides us with information about the individual’s behavior” (Abu Hatab & F., 1987).

To ascertain the reliability of the finalized evaluation form, the researcher administered it to a sample of instructors during an exploratory experiment. The collected data were subsequently subjected to statistical analysis using the split-half method. This analysis revealed a high reliability coefficient of 0.93. This strong coefficient indicates that the evaluation form demonstrates high stability, ensuring consistent and reliable responses from instructors regarding student performance.

Objectivity

Objectivity is a crucial characteristic of a well-constructed test. It implies that the evaluation process remains unaffected by the subjective judgments or biases of the experimenter (researcher). As Mahjoub (2005) states, “Objectivity is one of the important conditions for a good test, which means that the experimenter (researcher) does not affect subjective judgments, or that objectivity is available without bias and subjective interference by the experimenter. The more subjectivity is not affected by judgments, the greater the value of objectivity.

The design of this evaluation form inherently promotes high objectivity due to its structured response format. The questionnaire utilizes a clear, graded scale for answers (weak, middling, good, very good, excellent). This structured approach minimizes the potential for arbitrary interpretation or subjective bias by the evaluator, thus ensuring that the assessment is conducted impartially and consistently.

Main experiment

After developing a final evaluation form for fourth-year students in the application subject (Appendix 2), the researchers distributed it on Sunday, April 14, 2024. The form was given to 36 instructors with academic titles in the Department of Physical Education and Sports Sciences at the College of Basic Education / University of Diyala. The purpose was to evaluate the practical performance of 72 male and female students. The evaluation was scored out of 100 points, with each paragraph worth 10 points. Following the evaluation, the researchers collected the forms for tabulation and statistical analysis of the results.

Data analysis

To verify the validity and reliability of the scale, as well as to conduct item analysis, the Statistical Package for the Social Sciences (SPSS) was utilized. This software facilitated the calculation of descriptive statistics, including the arithmetic mean, standard deviation, and standard error of the mean (SEM), alongside inferential statistics such as the significance level (Sig.). (Ali et al., 2024; Mohammed Hammood et al., 2025; Omar et al., 2025).

Results

Statistical description of the results of the student evaluation:

After the researcher carried out the research procedures, which he concluded by applying the main experiment to the research sample and obtained the results after statistical analysis, which will be presented, analyzed, and discussed as follows:

Table 1. Shows the statistical description of the paragraphs of the evaluation form

No	Paragraphs of the performance of the lesson presentation by the student	Statistical methods				Type sig
		Arithmetic mean	Standard deviation	Median	Skewness	
1	The general appearance and personality of the student (applicant).	8,638	2,546	8	0,751	Natural
2	The student (applicant) prepares and implements the teaching plan during the lesson.	7,357	1,824	7	0,587	Natural



3	The student's (applicant's) skill in formulating educational and behavioral objectives and the extent to which they are achieved in the lesson.	8,582	3,163	8	0,552	Natural
4	The student's (applicant's) skill in using and choosing appropriate educational means to conduct the lesson.	9,251	2,673	9	0,281	Natural
5	The student's (applicant's) skill in presenting the scientific material and distributing its paragraphs over time.	7,246	1,820	7	0,405	Natural
6	The student's (applicant's) procedures in using an appropriate teaching method or style to conduct the lesson.	7,803	2,637	7	0,913	Natural
7	The students' (applicant's) procedures in formulating the type of questions and distributing them.	8,162	2,078	8	0,233	Natural
8	The student's (applicant's) skill in presenting examples to facilitate the material and linking information with the practical performance of learners.	8,538	2,316	8	0,696	Natural
9	The student's (applicant's) procedures in controlling and arranging the place where the lesson is conducted and distributing tools.	9,462	3,253	9	0,426	Natural
10	The student's (applicant's) level of vitality, activity, movement, clarity of speech, and level of his voice during the lesson.	8,752	2,674	8	0,843	Natural

Table 1 indicates that the skewness coefficient, ranging from 0.281 to 0.843, demonstrates a normal distribution of results among the sample members in the practical performance assessment. This confirms the suitability of the test items for evaluating the students. According to Yassin & Mohammed (1999), a test is considered normally distributed if the Pearson skewness coefficient falls between +1 and -1, signifying the appropriateness of all items to the research sample's level.

Levels of student evaluation: After analyzing the results of the answers to the questionnaire paragraphs, the researcher.

Table 2. Shows the statistical description of the questionnaire paragraphs

.No	Paragraphs of the performance of the lesson presentation by the student	Number of students per grade level					
		weak	Acceptable	middling	Good	Very Good	Excellent
1	The general appearance and personality of the student (applicant).	zero	zero	4	36	28	4
2	The student (applicant) prepares and implements the teaching plan during the lesson.	zero	zero	8	39	23	2
3	The student's (applicant's) skill in formulating educational and behavioral objectives and the extent to which they are achieved in the lesson.	zero	3	16	28	24	1
4	The student's (applicant's) skill in using and choosing appropriate educational means to conduct the lesson.	zero	2	18	38	14	zero
5	The student's (applicant's) skill in presenting the scientific material and distributing its paragraphs over time.	zero	7	14	46	5	zero
6	The student's (applicant's) procedures in using an appropriate teaching method or style to conduct the lesson.	zero	2	28	41	1	zero
7	The students' (applicant's) procedures in formulating the type of questions and distributing them.	zero	5	32	26	7	2
8	The student's (applicant's) skill in presenting examples to facilitate the material and linking information with the practical performance of learners.	zero	6	27	29	8	2
9	The student's (applicant's) procedures in controlling and arranging the place where the lesson is conducted and distributing tools.	zero	9	32	18	11	2
10	The student's (applicant's) level of vitality, activity, movement, clarity of speech, and level of his voice during the lesson.	zero	zero	17	34	16	5
Total		zero	34	196	335	137	18

Discussion

Table 2, which presents the distribution of student performance across different evaluation levels, clearly shows that the “Good” level was the most frequently achieved, with 335 student repetitions. This was followed by the “Average” level with 196 student repetitions, and then the “Very Good” level with 137 student repetitions. Fewer students achieved the “Excellent” level (18 students) and the “Acceptable” level (34 students). Notably, no students scored at the “Weak” level.

These results suggest that students in the practical application subject generally achieved a good level of proficiency. This indicates that the instructors of the practical application subject and teaching methods effectively provided students with valuable information, enabling them to apply their learning at the culmination of their academic journey. Their efforts in the practical application subject successfully met educational goals over the past four years, as students actively engaged with scientific and practical materials throughout their studies to acquire a high level of information (Omarov et al., 2024).

As Khayoun (2002) states, “The learning rate depends on how the learner dealt with it to reach this level of high learning acquisition, and the ability to remember and retrieve information means retention, and retention reflects learning.” This aligns with (Rateb, 1995) observation that “There are general characteristics that distinguish people who are distinguished by a high degree of achievement, including that they show a great deal of perseverance in performance and bear responsibility for the work they do.”

The scientific competence of the teachers in these subjects is evident in the positive student evaluation results. As (Qalladah, 1989) emphasize, “It is important to emphasize that learning is done on solid and correct foundations and by competent teachers, by developing teaching plans that suit students, while emphasizing resorting to employing modern strategies or methods that work to develop the thinking of learners, which is reflected in their practical and theoretical performance.”

The researcher believes that the efficiency of the teachers in the science department directly contributed to these positive learning outcomes, leading to the fourth-year students in the department achieving a good level in their practical application. This aligns with the (Ali et al., 2022) definition of evaluation: “Evaluation is a process based on measurement by which a judgment is issued on the thing to be measured in light of what it contains of the characteristic subject to measurement, and its relation to a specific value or standard.”

Conclusions

In practical physical education, students gain valuable hands-on experience and develop key personal attributes. They cultivate a professional demeanor, effectively convey information, and build strong relationships with their peers and instructors. These qualities equip them to excel as future educators.

Based on these findings, the following recommendations are made:

- Develop an information form for students: This form should include clear instructions to guide students through their tasks during the practical application period.
- Adopt the evaluation form for fourth-year students: The current evaluation form should be officially adopted for assessing fourth-year students in the practical application subject.
- Integrate the evaluation form content into teaching methods curriculum: The content of the evaluation form should be incorporated into the teaching methods coursework for fourth-year students.

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Appendix 1. Names of the experts to whom the evaluation form was presented

No.	Name and scientific title	specialization	Affiliations
1	Prof. Dr. Furat Jabbar Saadallah	Kinesthetic learning	University of Diyala/College of Basic Education
2	Prof. Dr. Haider Shaker Mazhar	Tests and measurement	Presidency of Diyala University
3	Prof. Dr. Fadhel Kreidi	Psychology	University of Kufa/College of Physical Education and Sports Sciences
4	Prof. Dr. Hekmat Al-Lami	Psychology	University of Al-Qadisiyah/College of Physical Education and Sports Sciences
5	Prof. Dr. Shurooq Mahdi Kazim	Teaching methods	University of Diyala/College of Physical Education and Sports Sciences
6	Prof. Dr. Hussam Mohammed Haydan	Kinesthetic learning	University of Diyala/College of Physical Education and Sports Sciences
7	Prof. Dr. Hatem Shawkat Al-Dulaimi	Kinesthetic learning	University of Diyala/College of Physical Education and Sports Sciences
8	Prof. Dr. Dhaher Ghanawi Mohammed	Kinesthetic learning	University of Diyala/College of Basic Education ... Physical Education and Sports Sciences
9	Prof. Dr. Buthaina Abdul Khaliq Ibrahim	Teaching methods	University of Diyala/College of Basic Education
10	Prof. Dr. Rana Abdul Sattar Jassim	Kinesthetic learning	Presidency of Diyala University
11	Assist.Prof. Dr. Al-Moatasem Billah Wahib	Kinesthetic learning	University of Kufa/College of Physical Education and Sports Sciences
12	Assist. Prof. Dr. Qahtan Fadhel Mohammed	Test and measurement	University of Al-Qadisiyah/College of Physical Education and Sports Sciences

Appendix 2. Evaluation form in its final form

No.	Paragraphs of performance of lesson presentation by the student	degree out of (10)
1	The general appearance and personality of the student (applicant).	
2	The student (applicant) prepares and implements the teaching plan during the lesson.	
3	The student's (applicant's) skill in formulating educational and behavioral objectives and the extent to which they are achieved in the lesson.	
4	The student's (applicant's) skill in using and choosing appropriate educational means to conduct the lesson.	
5	The student's (applicant's) skill in presenting the scientific material and distributing its paragraphs over time.	
6	The student's (applicant's) procedures in using an appropriate teaching method or style to conduct the lesson.	
7	The students' (applicant's) procedures in formulating the type of questions and distributing them.	
8	The student's (applicant's) skill in presenting examples to facilitate the material and linking information with the practical performance of learners.	
9	The student's (applicant's) procedures in controlling and arranging the place where the lesson is conducted and distributing tools.	
10	The student's (applicant's) level of vitality, activity, movement, clarity of speech, and level of his voice during the lesson.	