

Modern Evaluation Strategies and Their Role in Improving the Learning Outcomes of Physical and Sports Activities

Abdelaali Benyoub

Mohamed-cherif messaadia university - soukahras, a.benyoub@univ-soukahras.dz

ARTICLE INFORMATION

Original Research Paper

Received : 01/01/2024

Accepted : 17/02/2024

Published : 01/06/2024

Keywords :

**Evaluation - Modern
Evaluation Strategies -
Learning Outcomes - Physical
and Sports Activities.**

Abstract

The object of the study aims to identify the role of modern evaluation strategies in improving the learning of physical and sports activities from the point of view of the professors of the Institute of Science and Technology of Physical and Sports Activities at Souk Ahras University. For this purpose, we used the method of descriptive approach in the survey pattern on a sample composed of 37 deliberately chosen as professors. And for data collection, we used the questionnaire tool. After collecting the results and having treated them statistically, we conclude that it was found that modern evaluation strategies have a positive role in improving the cognitive, emotional and motor skills of students. On this basis, the study recommended the need to apply modern evaluation strategies in the educational process by all teachers.

Corresponding author:

abdelaali benyoub

E-mail :

a.benyoub@univ-soukahras.dz

1. Introduction

Evaluation is used in several fields, especially in the field of education, so that it includes determining the levels and behaviors of students, as well as teaching teachers and their rates of progress in all experiences. (Al-Khouli, 1996) indicates that evaluation goes beyond evaluating the method and curriculum and everything related to the teaching process, and what affects it in other aspects (Al-Khouli, 2008, page 74). Evaluation helps us to estimate the effectiveness of teaching and its consequences. It also makes us review all the contents of the educational process, such as educational curricula, materials and educational means, which leads us to review for acceptance, modification or rejection.

The evaluation in the field of physical education and sports is identical to the concepts, as it carries with it the issuance of judgments on programs, teaching methods, methods of education and training, potentials and everything related to education and training on motor skills and what is reflected on them, as Yahya and Menoufi (2008) mentioned that despite the multiplicity of aspects of sports activities, the evaluation has addressed all of them, taking the scientific method to reach the facts (Yahya and Menoufi, 2008, page 24), and modern evaluation strategies are more important and better than traditional strategies, because they reflect student performance and measure it in situations Realistic, it makes students indulge in tasks of value, meaning and significance, so it appears as learning activities and not as secret tests, in which students practice higher thinking skills, and harmonize a wide range of knowledge to crystallize judgments and make decisions, or to solve the life problems they live, and in this regard he says (Al-Hashoush, 2008) The evaluation is no longer limited to measuring the student's academic achievement in the subjects, but exceeds it to measure the elements of the student's personality in all its aspects (Al-Hashoush, 2012, p. 51), and the modern evaluation is characterized by encouraging the learner to learn and helping him understand his position in The learning process, guiding him in a way that enables him to identify his strengths, as well as revealing and addressing his weaknesses.

The learning outcomes of targeted physical and sports activities are among the goals that the institution seeks to achieve in students, through its programs related to academic standards, and they are measurable, and they are prominently related to the scientific content and the various methods of teaching and evaluating students. (Zaytoun, 2003) says that the targeted learning outcomes in the sports field lead to the achievement of the

graduate's specifications in their true sense to be classified into knowledge and understanding, mental, professional, practical and general skills (Zaytoun, 2003, p. 44). Therefore, the learning outcomes of physical and sports activities aim to identify the knowledge, skills, attitudes and experiences acquired by students through specific studies through studying a specific curriculum and enumerating the concepts of learning outcomes.

1.1. Literature Review

Based on the importance of modern evaluation strategies in the educational process, some researchers with specialization in the field of educational research have defined its concept, where (Saada, 1991) refers to it as "collecting information through communication activities on the extent of progress achieved by the learner, and his method of solving problems" (Jouda Ahmed Saada, 1991, p. 80), and stated (Abdul Karim, 2003) that it is "an educational system that determines the efficiency of the educational process on the one hand and the extent to which students can achieve the desired goals" (Afaf Abdul Karim, 2005, p. 31), and as it focuses on analytical skills, overlapping information, and it encourages creativity and reflects real skills in life, and it is also compatible with education activities and outcomes. Many Arab and foreign studies have dealt with the subject of modern evaluation strategies and their importance in achieving learning outcomes on different samples and in study settings, including:

- A study (Ezzedine Abdullah Al-Nuaimi 2016) entitled the reality of the use of physical education teachers in Irbid governorate of new evaluation strategies and tools and the difficulties they face when applying them. The study aimed to identify the reality of the use of physical education teachers in Irbid governorate of new evaluation strategies and tools and the difficulties they face during their implementation. The researcher used the descriptive approach. A questionnaire consisting of 31 paragraphs was used. The study sample consisted of 93 teachers chosen randomly. The researcher found that physical education teachers use new evaluation strategies to a large extent with statistically significant differences in the use of new evaluation tools due to the gender variable.
- The study (Naseer Hamida 2015) entitled "Evaluation Adequacies of Physical and Sports Education Professors in the Light of Changing Experience and Scientific Qualification". The study aimed to identify the degree to which the professor of physical and sports education possessed the evaluation competencies as well as to detect the differences in the evaluation competencies according to the variable of professional

experience and scientific qualification. The researcher used the descriptive approach. It also used a scale consisting of 16 phrases that measure the evaluation competencies of the professor of physical and sports education divided into five levels. The study sample consisted of 65 teachers from the intermediate and secondary stages selected in an intentional manner. The results of the study showed that the degree to which the teachers of physical and sports education possessed the evaluation competencies came to a high degree, and there were no statistically significant differences in the evaluation competencies of the teachers of physical and sports education according to the variable of professional experience and scientific qualification.

- A study (Kaddour bin Sharif Al-Sharif, Zitouni Abdul Qader 2020) entitled "Evaluation of Emotional Efficiency Levels according to Sanafa Krathwol in the New Physical Education and Sports Curriculum for the First Year of Intermediate Education". The study aimed to try to identify the percentage of emotional proficiency levels in the new physical education and sports curriculum (second generation) for the first year of intermediate education, according to the five-year classification provided by Krathwol. The researchers used the analytical descriptive approach, designing an analysis tool consisting of five axes representing the five levels of Krathwol (acceptance - response - evaluation - organization - self-formation). The study sample consisted of 13 competency components included in the new physical education and sports curriculum for the first year of intermediate education. The researchers found that there was a weakness in the levels of emotional competence according to Sanafa Krathwol in the new physical education and sports curriculum.

- The study of (Thamer Hammad Rajah 2020) entitled "The role of perceived organizational support in improving the scientific productivity of teaching the Faculty of Physical Education and Sports Sciences at the University of Baghdad." The study aimed at all the organizational support provided by the Faculty of Education and Sports Sciences at the University of Baghdad. The researcher used the descriptive approach, and the questionnaire was used as a tool to obtain the results of the study. The study sample consisted of 67 randomly selected teachers, and the researcher reached a high level of perceived organizational support by the faculty and the percentage of scientific productivity among the teachers, as well as the strength of the correlation between them, as strengthening the perceived

organizational support increases the affiliation of the teachers and improves their scientific production continuously.

In light of the above, we ask the question: Do modern evaluation strategies play a role in improving learning outcomes?

1.2. Objectives of the study

- Identify the role of modern assessment strategies in improving cognitive skills.
- Identify the role of modern assessment strategies in improving emotional skills.
- Identify the role of modern assessment strategies in improving motor skills.

2. Method and Materials

2.1. Approach: In his study, the researcher relied on the descriptive approach in the survey pattern of the nature of the subject.

2.2. Participants

The sample of the study was represented in the professors of the Institute of Science and Technology of Physical and Sports Activities at Souk Ahras University, who numbered 37 professors chosen in an intentional manner.

2.3. Determination of variables:

- **Independent variable:** Represented in modern evaluation strategies.
- **Dependent variable:** Represented in the learning outcomes of physical and sports activities.

2.4. Study tool and scientific foundations:

- **Study tool:** A questionnaire form was used for the professors of the Institute of Science and Technology of Physical and Sports Activities. We adapted it and formulated its questions according to the purposes of our research in order to reach the general goal of the research, which is to identify modern evaluation strategies and their role in improving the learning outcomes of physical and sports activities. The form included 24 questions, divided into three axes distributed according to the triple distribution of Likert.

- Validity of the questionnaire

The questionnaire was presented to ten competent arbitrators to consider the appropriateness of the questionnaire for what they were developed for, and the arbitrators agreed by more than 90%.

Internal consistency validity: We calculated the Pearson correlation coefficient between the degree of each of the axis statements and the total degree of the axis as follows:

Table 1: shows the internal consistency of the statements of the first axis

Statements	Correlation coefficient
Demonstrate to students how to use self-review tools	0.925
Questions that help students self-reflect on their work	0.704
Develop students ability to analyze	0.603
Allows students to self-correct their work according to clear criteria	0.700
Use student results comparison	0.625
Provides feedback and suggestions	0.524
Measurement strategy uses	0.435
Assigns students practical performance to specific skills	0.632

It is clear from Table (1) that all paragraphs are statistically significant, that is, there is a moral correlation from which the paragraphs of the first axis are considered truthful and internally consistent.

Table 2: Shows the internal consistency of the statements of the second axis.

Statements	Correlation coefficient
The oral interview is used in questions	0.747
Uses a comprehensive test of lesson goals	0.968
Offers reinforcement for correct movement	0.421
Use the student file as an indicator	0.658
Diversity of the learning environment for learning situations	0.478
Students feel psychologically satisfied	0.501
Provides information for student progress	0.500
Therapeutic activities are provided to the student at the beginning of the new lesson	0.684

It is clear from Table (2) that all paragraphs are statistically significant, that is, there is an ethical link from which the paragraphs of the first axis are considered truthful and internally consistent.

Table 3: Shows internal consistency of Axis III statements

Statements	Correlation coefficient
Engage students in performance standards	0.741
Test design measures what's ready	0.804
Provides a suitable environment for testing	0.924
Uses skills-appropriate teaching methods	0.635
Depends on the method of cumulative evaluation using calendar files	0.402
Ensure that the student masters the skill	0.412
Not being satisfied with minimum skills	0.527
Students gain a motor performance focus	0.958

It is clear from Table (3) that all paragraphs are statistically significant, that is, there is an ethical link from which the paragraphs of the first axis are considered truthful and internally consistent.- **Validity of the structural consistency of the questionnaire:** We calculated the Pearson correlation coefficient between the score of each axis and the total score of the questionnaire, and the following table shows this:

Table 4: shows the validity of the structural consistency of the questionnaire axes

Questionnaire Dimensions.		correlation	Result
The first axis	Correlation coefficient	0.941	There is a correlation
	Moral significance	0.05	
The second axis	Correlation coefficient	0.701	There is a correlation
	Moral significance	0.05	
The third axis	Correlation coefficient	0.861	There is a correlation
	Moral significance	0.01	

From Table (4) Pearson's correlation coefficients (0.941, 0.701, 0.861) are greater than the value of Table "r" at significance level 0.01 and 0.05.

The stability of the study tool: The stability of the questionnaire: The stability of the study questionnaire was verified, through the Cronbach alpha coefficient, as shown in the table for the following:

Table 5: shows Cronbach's alpha coefficient for the questionnaire axes

Dimension	The number of phrases	Cronbach's Alpha Laboratories
The first axis	08	0.962
The second axis	08	0.758
The third axis	08	0.866
Total Dimensions	24	0.862

From Table (5) it was found that the resolution has a high degree of stability, where the stability coefficient was 0.862 thousand Kornbach.

2.5. Statistical Analysis: arithmetic mean – standard deviation – Pearson correlation coefficient – Cronbach's alpha coefficient - percentages - Using the Statistical Package for the Social Sciences (SPSS), version 24

3. Results

First: Presentation and analysis of the results of the questionnaire addressed to the professors as a whole.

Table 6: shows the test adopted in the study

Cell Length	Corresponding relative weight	Availability
From 1 to 1.66	From 33.33 to 55.32	- Then we'll go by night.
From 1.67 to 2.33	Greater than 55.32 to 77.65	Medium
From 2.33 to 3	Greater than 77.65 to 100	Big

Table 7: Represents the results of the questionnaire addressed to the professors as a whole

Categories	Arithmetic Mean	Relative Weight	Order	Degree of approval
Modern assessment strategies and cognitive skills	2.43	80.99	3	Big
Modern assessment strategies and emotional skills	2.60	86.94	1	Big
Modern assessment strategies and motor skills	2.52	84.29	2	Big
Total	2.46	82.21	-	Big

Table discussions: From the results shown in Table (7) we find that:

- The field of modern evaluation strategies and emotional skills came first according to the professors, with an arithmetic average of 2.60 and a relative weight of 86.94%, with a high degree of approval.
- The field of modern evaluation strategies and motor skills came second, according to the professors, with an arithmetic mean of 2.52 and a relative weight of 84.29%, with a high degree of approval.
- The field of modern evaluation strategies and cognitive skills came third, according to the professors, with an arithmetic mean of 2.43 and a relative weight of 80.99%, with a high degree of approval.

Second: Presentation and analysis of the results of the questionnaire addressed to professors by field:

1-The field of modern evaluation strategies and cognitive skills

Table 8: shows the results related to the field of modern evaluation strategies and cognitive skills

Statements	Standard Deviation	Arithmetic Mean	Relative Weight	Order	Scale of agreement
Demonstrate to students how to use self-review tools	0.73	2.50	83.32	3	Big
Questions that help students self-reflect on their work	0.84	2.64	87.99	1	Big
Develop students' ability to analyze	0.67	2.57	85.65	2	Big
Allows students to self-correct their work according to clear criteria	0.70	2.35	78.32	6	Big
Use student results comparison	0.87	2.28	75.99	8	Medium
Provides feedback and suggestions	0.73	2.42	80.65	4	Big
Measurement strategy uses	0.82	2.32	77.32	7	Medium
Assigns students practical performance to specific skills	0.83	2.36	78.65	5	Big
Total	0.80	2.43	80.99	-	Big

Table discussions: From the results shown in Table (8) we find that:

- The third statement (asking questions that help students self-reflect on their work) came first with an arithmetic mean of 2.64 and a relative weight of 87.99% with a high degree of approval.
- The fifth statement (Develop students' ability to analyze) came second with an arithmetic mean of 2.57 and a relative weight of 85.65% with a high degree of approval.
- The second statement (showing students how to use self-revision tools) came third with an arithmetic mean of 2.50 and a relative weight of 83.32% with a high degree of approval.
- The eighth statement (Provides feedback and suggestions) came fourth with an arithmetic mean of 2.42 and a relative weight of 80.65% and with a high degree of approval.

- The tenth statement (Assigns students practical performance to specific skills) came fifth with an arithmetic mean of 2.36 and a relative weight of 78.65%, and to a large extent.
- The sixth phrase (allows students to self-correct their work according to clear criteria) came sixth with an arithmetic mean of 2.35 and a relative weight of 78.32% and to a large extent.
- The ninth statement (Measurement strategy uses) came seventh with a mean of 2.32 and a relative weight of 77.32%, and to a large extent.
- The fifth statement Use student results comparison) came eighth with an arithmetic mean of 2.28 and a relative weight of 75.99%, and to a large extent.

2-The field of modern evaluation strategies and emotional skills

Table 9: shows the results related to the field of modern evaluation strategies and emotional skills

Statements	Standard Deviation	Arithmetic Mean	Relative Weight	Order	Scale of agreement
The oral interview is used in questions	0.62	2.43	80.99	7	Big
Uses a comprehensive test of lesson goals	0.95	2.60	86.65	5	Big
Offers reinforcement for correct movement	0.54	2.71	90.32	2	Big
Use the student file as an indicator	0.74	2.41	80.32	8	Big
Diversity of the learning environment for learning situations	0.68	2.68	89.32	3	Big
Students feel psychologically satisfied	0.66	2.63	87.65	4	Big
Provides information for student progress	0.74	2.90	96.65	1	Big
Therapeutic activities are provided to the student at the beginning of the new lesson	0.91	2.51	83.65	6	Big
Total	0.74	2.60	86.94	-	Big

Table discussions: From the results shown in Table (9) we find that:

- The ninth statement (Provides information for student progress) came first with an arithmetic mean of 2.90 and a relative weight of 96.65% and with a large degree of approval.
- The fifth phrase (Offers reinforcement for correct movement) came second with a mean of 2.71 and a relative weight of 90.32% with a high degree of approval.
- The seventh statement (the diversity of the educational environment for learning situations) came third with an arithmetic mean of 2.68 and a relative weight of 89.32% with a high degree of approval.
- The eighth statement (Students feel psychologically satisfied) came fourth with an arithmetic mean of 2.63 and a relative weight of 87.65% with a high degree of approval.
- The fourth statement (Uses a comprehensive test of lesson goals) came fifth with an arithmetic mean of 2.60 and a relative weight of 86.65%, and to a large extent.

- The tenth statement (providing therapeutic activities for the student at the beginning of the new lesson) came sixth with an arithmetic mean of 2.51 and a relative weight of 83.65%, and to a large extent.
- The second statement (The oral interview is used in questions) came seventh with a mean of 2.43 and a relative weight of 80.99% and to a large extent.
- The sixth statement (You can use the student profile as an indicator) came eighth with an arithmetic mean of 2.41 and a relative weight of 80.32%, and to a large extent.

3-The field of modern evaluation strategies and motor skills

Table 10: shows the results related to the field of modern evaluation strategies and motor skills

Statements	Standard Deviation	Arithmetic Mean	Relative Weight	Order	Scale of agreement
Engage students in performance standards	0.66.	2.41	80.32	5	Big
Test design measures what's ready	0.85	2.66	88.65	3	Big
Provides a suitable environment for testing	0.91	2.56	85.32	4	Big
Uses skills-appropriate teaching methods	0.53.	2.32	77.32	8	Medium
Depends on the method of cumulative evaluation using calendar files	0.67	2.36	78.65	6	Big
Ensure that the student masters the skill	0.55	2.90	96.65	1	Big
Not being satisfied with minimum skills	0.84	2.68	89.32	2	Big
Students gain a motor performance focus	0.74	2.34	77.99	7	Big
Total	0.71	2.52	84.28	-	Big

Table discussions: From the results shown in Table (10) we find that:

- The eighth statement (Ensure that the student masters the skill) came first with an arithmetic mean of 2.90 and a relative weight of 96.65% and with a large degree of approval.
- The ninth statement (Not being satisfied with minimum skills) came second with an arithmetic mean of 2.68 and a relative weight of 89.32% and with a large degree of approval.
- The second statement (Test design measures what's ready) came third with an arithmetic mean of 2.66 and a relative weight of 88.65% and with a large degree of approval.
- The third statement (Provides a suitable environment for testing) came fourth with an arithmetic mean of 2.56 and a relative weight of 85.32% with a high degree of approval.
- The first statement (Engage students in performance standards) came fifth with a mean of 2.41 and a relative weight of 80.32%, and to a large extent.
- The seventh statement (based on the method of cumulative evaluation using evaluation files) came sixth with an arithmetic mean of 2.36 and a relative weight of 78.65%, and to a large extent.

- The tenth phrase (Students gain a motor performance focus) came seventh with a mean of 2.34 and a relative weight of 77.99%, and to a large extent.
- The fourth statement (Uses skills-appropriate teaching methods) came eighth with an arithmetic mean of 2.32 and a relative weight of 77.32% and with a medium degree.

3. Discussion

Discussing the results related to the first hypothesis (modern evaluation strategies have a role in improving cognitive skills): Through the results shown in Table No. (08), we found that the Institute's professors largely agree that modern evaluation strategies have a role in improving the cognitive skills of students from their point of view. As the latter reflects the student's performance and measures it in realistic situations, they make students engage in tasks of value and significance to them, so they look like learning activities, not secret tests, in which students practice higher thinking skills, and reconcile a wide range of knowledge to crystallize judgments to make decisions or solve real life problems that they live. The researcher attributes this to the adoption by the latter of the comprehensive performance evaluation method, through which students are evaluated in multiple and comprehensive ways to measure a variety of skills and knowledge, so that this type of evaluation includes students' projects, practical performance, and interactive tasks, which enhances critical and analytical reasoning contributing to the development of higher abilities for thinking and advanced mental skills of students. These results came in approval of the study (Ezzeddine Abdullah Al-Nuaimi 2016), the study (Kaddour bin Sharif Al-Sharif, Zitouni Abdul Qader 2020), and the study (Thamer Hammad Raja 2020), which all concluded that the use of modern evaluation strategies has a positive role in improving various students' skills.

Discussing the results related to the second hypothesis (modern evaluation strategies have a role in improving emotional skills): Through the results shown in Table No. (09), we found that the Institute's professors largely agree that modern evaluation strategies have a role in improving the cognitive skills of students from their point of view. Considering that the strategies of modern evaluation and its strategies can play a major role in enhancing emotional skills, through the use of strategies such as positive confrontation, training on meditation and positive guidance, self-awareness and the ability to manage emotions effectively can be improved. These methods also contribute to enhancing self-confidence and developing social and communication skills, which contributes to building healthy and

effective relationships and reducing levels of stress and psychological pressure, and directing attention towards self-development and strengthening emotional abilities can contribute to improving the quality of life and daily interactions in a positive and useful way. This is due to the fact that modern evaluation strategies play a key role in improving students' emotional skills, by providing mechanisms for evaluating performance in a comprehensive manner that goes beyond the final results and marks, which enables students to develop awareness of their feelings and interactions. The evaluation also includes multiple levels that contribute to motivating students to improve themselves physically and emotionally, which enhances the ability to control and understand emotions, and thus leads to improving mental health and personal relationships. It also encourages students to continue personal growth and promote a positive outlook towards learning and development. These results came in approval of a study (Kaddour bin Sharif Al-Sharif, Zitouni Abdul Qader 2020) and a study (Ezzeddine Abdullah Al-Nuaimi 2016) and a study (Naseer Hamida 2015), which all concluded that modern evaluation strategies play a vital role in improving educational outcomes.

Discussing the results related to the third hypothesis (modern evaluation strategies have a role in improving motor skills): Through the results shown in Table No. (10), we found that the teachers of the Institute agree to a large extent that modern evaluation strategies have a role in improving the motor skills of students from their point of view. Through the important role played by the latter in improving the motor skills of learners, by focusing on comprehensive methods of evaluating performance and progress, it can be effectively promoted in the development of motor skills. If the traditional evaluation focuses on the student's performance in the tasks of developing motor skills, modern evaluation strategies can contribute to improving the ability to control movement and motor coordination as they encourage constructive interaction and motivational feedback to students, with the possibility of improving motor skills through accurate guidance and useful information to improve performance, so they can play a vital role in stimulating growth and developing the motor abilities of learners. The researcher attributed this to the fact that modern evaluation strategies provide a comprehensive and integrated evaluation that focuses on the motor aspects, which helps in understanding and analyzing students' abilities to move and coordinate movement by providing detailed and directed observations, and thus motivates students to improve their motor

skills in a specific and effective manner. They also provide support and motivation for students to participate in practical applied activities that enhance coordination and movement, such as physical or technical exercises, by encouraging learners to develop these skills, which enhances their motor abilities comprehensively in many aspects of their lives. These results came in approval of the study (Naseer Ahmedah 2015), the study (Ezzeddine Abdullah Al-Nuaimi 2016) and the study (Thamer Hammad Raja 2020), which all concluded that modern evaluation strategies play a major role in improving the motor skills of learners.

5. Conclusion

The study aimed to identify modern evaluation strategies and their role in improving the learning outcomes of physical and sports activities from the point of view of the professors of the Institute of Science and Technology of Physical and Sports Activities. Thus, the researcher employed a questionnaire containing three axes. Each axis measures one of the outputs of the educational process represented in cognitive, emotional and motor skills. The study was conducted on a sample of 37 professors, and the data was treated statistically using SPSS 24. The study reached many results, the most important of which are:

- Modern evaluation strategies have a positive role in improving cognitive, emotional and motor skills among students of the Institute of Science and Technology of Physical and Sports Activities.
- Using modern assessment strategies effectively, enhances learning outcomes by better understanding students' needs, guiding them towards improving their skills, and motivating them for personal and academic growth.
- Modern evaluation strategies are a pivotal factor in enhancing the quality of learning and improving its outcomes, thus providing students with better opportunities for academic and personal development.
- Modern evaluation strategies enhance opportunities for development and creative thinking by providing comprehensive assessments that encourage innovation and critical thinking among students. Therefore, the researcher recommends the following:
 - The need to apply modern evaluation strategies in the educational process by all teachers.
 - Using modern evaluation strategies in all contents of the educational process such as curricula, study materials and teaching aids.

- Organizing training courses for all teachers of science and techniques of physical and sports activities on modern evaluation strategies.

References

- Amin Anwar Al-Khouli, The Origins of Physical and Sports Education, Introduction to History and Philosophy, Cairo: Dar Al-Fikr Al-Arabi for Printing and Publishing, 2008.
- Hassan Ahmed Yahya, Saeed Jaber Al-Menoufi, Evaluation Strategies, Riyadh: Dar Al-Soltiyyah for Education, 2008.
- Khaled Mohammed Al-Hashoush, Teaching Methods and Strategies, Jordan: Arab Society Library for Publishing and Distribution, 2012.
- Kamal Abdel Hamid Zeitoun, Teaching Models and Skills, Cairo: World of Books, 2003.
- Jouda Ahmed Saada, A Vision in Calendar, Cairo: Dar Al-Thaqafa for Publishing and Distribution, 1991.
- Abdul Karim Afaf, Curriculum Design in Physical Education, Alexandria: Al-Maaref Establishment, 2005.
- Ezzedine, A. A. (2016). The reality of teachers of physical education in Irbid governorate using new evaluation strategies and tools and the difficulties they face when applying them. *Journal of Anthropology and Society*, 5(1), 355–393. <https://www.asjp.cerist.dz/en/article/50216>
- Hamida, N. (2015). Evaluation competencies of physical and sports education professors in light of the variable of experience and scientific qualification (field study of physical and sports education professors in the Wilayat of Ouargla). *Journal of the Researcher in the Humanities and Social Sciences*, 7(19), 83–94. <https://www.asjp.cerist.dz/en/article/37889>
- Kaddour bin Sharif, A. (2020). Evaluation of emotional proficiency levels according to Sanafat Krathwol in the new physical education and sports curriculum for the first six of intermediate education. *Journal of Science and Technology for Physical and Sports Activities*, 17(1), 332–348. <https://www.asjp.cerist.dz/en/article/115606>
- Rajeh, Th. (2020). The role of organizational support in improving the scientific productivity of teaching staff of the Faculty of Physical Education and Sports Sciences, University of Baghdad. *Journal of Science and Technology for Physical and Sports Activities*, 17(1), 365–384. <https://www.asjp.cerist.dz/en/article/115608>