

## Developing a list of professional practices for physical education teachers working with students with disabilities

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### Abstract

*This study aimed at developing a list of professional practices for physical education teachers working in the field of people with disabilities, and setting standard levels for a list of professional practices for physical education teachers working with students with disabilities (intellectual education, learning difficulties). The study used the descriptive approach and was applied to a random sample of physical education teachers in special education institutes and programs in Jeddah for the academic year 2021. The sample size included 218 teachers, with a percentage of (25.5%) of the entire research community. The study developed a list of professional practices for physical education teachers working in the field of people with disabilities. Through the use of factor analysis, a list of professional practices for physical education teachers for people with disabilities was reached, which consisted of (55) items, divided into (3) dimensions. The first dimension is professional practices associated with the lesson's preparation and planning stage. The second dimension is professional practices related to the implementation phase of the lesson. The third dimension is professional practices associated with the lesson evaluation stage. The researcher recommended applying the list by the Ministry of Education represented by the Department of Special Education to physical education teachers for people with disabilities as a means of identifying the level of their professional practices. The study also recommended the need to adopt the learned criteria when applying the list.*

**Keywords:** professional skills, physical education, learning disabilities, professional practices.

### **Introduction**

Investing in human resources and employing them in optimal scientific employment leads to progress and advancement, as the success of human development processes in developed and developing countries depends on the efficiency of their human resources in achieving their goals. The human element is also considered the main source for the success and progress of any institution, as it carries out the planning, organizing, directing, and monitoring processes, and therefore the business results are not clear without this human element (Mansour, 2017). The level of efficiency of any institution and its ability to achieve its goals and even its ability to survive and stabilize depends primarily on its human resources (Rifai, 2005).

The success of physical education teachers working in the field of people with disabilities depends to a large extent on the vocational preparation and what is available to them in the professional practices that they receive, which is more important than their experience in this field. Therefore, teachers who have received full vocational preparation and did not have experience in the field or have had little experience are usually better than those with long experience, who did not receive vocational preparation or received a small part of this preparation. It is difficult for the individual who did not receive appropriate vocational preparation to benefit from his experience because the experience depends to a large extent on the type of preparation that preceded it.

Daou (2006) believes that professional practices express the distinctive character of each profession and that these practices take place through the interaction of both the knowledge bases and the values on which the profession is based and the actions that link that knowledge and values. Jadallah et al (2016) argued that professional practices indicate the ability of an academically qualified teacher to deal with different formats (individuals with disabilities, their families, work teams, and colleagues in institutions for people with disabilities) using the knowledge framework that allows him choosing from among the strategies and artistic methods that are appropriate to the professional attitudes. Fouad (2010) indicated that professional practices use academic information and skills to provide professional services in ways that are appropriate to professional values. These practices are represented in identifying each of the beneficiaries and teachers with the problems they face, working to overcome them, and choosing the strategy through which an appropriate response can be achieved in light of the results of the needs assessment process.

Bassiouni (2002) explained that professional practices refer to the process of using knowledge, information, curricula, principles, values, and skills that the teacher possesses at the level of application. These practices are concentrated on providing services owned by the institution in which the teacher works, as the professional practices of the teacher include each of the Preparation, implementation, and evaluation processes. The professional practices of the institution or organization in which the teacher works include analyzing the needs of individuals, planning to provide appropriate services for them, providing places for professional practice, and developing the services and programs provided. Fouad (2010) defined professional practices as deliberate behaviour directed towards a specific goal in which the skill and experience of the

teacher in the field of the profession are used, including the knowledge and values of the profession. Muhammad (2016) also defined professional practices as a set of methods and means based on a set of multiple knowledge derived from the theoretical basis of the profession, which is implemented through the practitioner of the profession who is prepared theoretically and practically to help members of society in their different age groups.

### **The problem of the study**

The researcher believes that the vision of the Kingdom of Saudi Arabia 2030 has focused on providing health and social care for all its citizens of all categories, and people with special needs come at the top of the groups that need care. People with special needs constitute 7.1% of the total population of the Kingdom, which necessitates the Kingdom to provide programs for the protection of the disabled and their health and social care while providing appropriate education and work opportunities through rehabilitation programs. Therefore, the Kingdom's Vision 2030 came to support the disabled, including many initiatives to support the rights of people with special needs and to increase the services provided to them in the Kingdom of Saudi Arabia. All of these needs for people with disabilities need a physical education teacher with good preparation, whether during his academic preparation before joining the service or after joining the service, according to the latest international educational trends.

Al-Abdul-Jabbar (2002) indicated that the teacher who deals with people with special needs uses special teaching methods, means, and strategies, and prepares them with individual programs that suit their needs. The results of Al-Shaibani (2004) indicated the importance of training for teachers of learning disabilities in planning and implementing lessons and that there is a lack of educational techniques in learning difficulties programs. Therefore, the researcher believes that it has become important to determine the professional practices necessary for physical education teachers working with people with disabilities to be highly qualified, trained, experienced, and full of awareness, which will inevitably be reflected in the level of their professional performance, and raise their competencies and expertise. The desired benefit from programs for people with disabilities cannot be achieved without the integrated professional preparation of physical education teachers working with people with disabilities so that they are aware of their roles and responsibilities and can transform any planning into realistic experiences acquired by students with disabilities. These acquired experiences depend on the extent of the competence of the physical education teachers working with people with disabilities in carrying out their tasks. Therefore, the current research aims to develop a list of professional practices for physical education teachers working in the field of people with disabilities, which can be considered a criterion in the light of which it is possible to evaluate and determine the level of workers in this field, in addition to the possibility of benefiting from the results of this study in developing programs for preparing physical education teachers working in the field of people with disabilities.

### **Objectives of the study**

The research aims to:

- Building a list of professional practices for physical education teachers working in the field of people with disabilities
- Setting standard levels for a list of professional practices for physical education teachers working in the field of people with disabilities.

### **Significance of the study**

The results obtained from this study will benefit teachers and decision-makers in the field of education to provide a list of professional practices to physical education teachers to help them deal with students with learning disabilities. The study provided a theoretical background on the topic of professional development for physical education teachers. The practical significance of this study comes from the implementation of the suggested list among physical education teachers who deal with students with learning disabilities.

### **Limitations of the study**

The study was limited to physical education teachers who deal with students with learning disabilities in Jeddah, Saudi Arabia. The study was applied in the academic year 2021.

Previous studies

Jabr (2020) identified the professional skills necessary for a sports recreation specialist in light of some variables. The research used the descriptive method and used a questionnaire as an instrument, which was applied to a sample of 145 teachers and sports recreation specialists. The results of the research indicated that there are statistically significant differences between the number of years of experience according to the variable years of experience in the dimension (contemporary trends of sports recreation specialists). The research recommended the need to take advantage of the professional skills of the sports recreation specialist extracted from this research in refining and training graduates of the faculties of physical education.

Bin Mubarak (2016) explored the reality of the professional competencies required for teachers of students with intellectual disabilities and their importance from the point of view of teachers in Riyadh. The study used the analytical descriptive approach in this study. The study sample consisted of (264) male and female teachers working in intellectual education programs in schools in the city of Riyadh. The researcher developed a questionnaire consisting of (45) items. The results of the study showed that the availability of professional competencies came from the point of view of teachers of students with intellectual disabilities at a medium degree on all dimensions of the study, in the following descending order: personal emotional competencies, teaching and professional competencies, skill competencies, general foundations competencies, and cognitive competencies. All professional competencies, from the point of view of teachers of students with intellectual disabilities, were highly significant, in the following descending order: teaching and professional competencies, personal emotional competencies, skill competencies, cognitive competencies, and general foundations competencies. Concerning the differences in the degree of availability of professional competencies from the point of view of teachers of

students with intellectual disabilities according to gender, experience, and assessment at graduation.

Tohamy (2013) developed a list of professional competencies for recreation specialists working in the field of people with disabilities. The study used the descriptive approach - the survey method with its steps and procedures to achieve the requirements of this research. The research sample included (96) individuals working on the national project for sports centres for the disabled and distributed to (48) locations over (26) governorates in the Arab Republic of Egypt. The study was able to come up with a list of professional competencies for a specialist in sports recreation programs for people with disabilities, which became usable after testing its validity and reliability.

Saad (2012) explored the awareness of professional standards about both independence in work and professional practices among a sample of 76 secondary school teachers. The scale of awareness of professional standards for teachers prepared by the researcher was applied to them, and the scale of independence in work was translated and Arabized by the researcher. Teachers' practices were observed inside the classroom based on the scale of professional practices for teachers prepared by the researcher. The researcher found that there are differences between high and low levels of experience in the level of awareness of professional standards, the sense of independence in work, and the professional practices of teachers in favour of the high level of experience. The results also indicated that there is no effect of specialization on each awareness of professional standards and independence in work and professional practices.

Dantas (2007) investigated the professional competencies of teachers in dealing with diverse groups of learners in light of international standards. The researcher used the descriptive approach due to its suitability for the research, and the research sample consisted of (22) students of faculties of education and (20) teachers working in schools with economic, social, and ethnic backgrounds. One of its most important results is that the curriculum has a high degree of effectiveness in supporting teachers' access to appropriate levels of professional development, and the ability to deal with diverse learners from an international global perspective that transcends existing cultural and linguistic barriers.

Fernandez et al (2006) developed and implemented best practices when designing, planning, and evaluating the educational process by building a guide for achieving success in teaching children with Down syndrome when practising physical education. The study sample included (216) subjects from the (CAPES) group. The researchers relied on the postal questionnaire as a means of collecting data related to that study, and its dimensions were represented in (3) basic axes: assessment and evaluation- Program Development and Teaching Methods - Behavior Management. The results showed that the proposed best physical education practices are used by CAPES-accredited harmonious physical education teachers always or most of the time to improve effective teaching and to enhance physical education programs for children with Down syndrome.

Ince et. al (2006) addressed the effects of applying a program intervention in the field of professional development based on advanced technology concerning strengthening the technological competencies of physical education teachers. The researcher used the experimental approach for its suitability to the goal of the research. The study sample included 41 physical education teachers. The findings revealed the effectiveness of the program in achieving great results towards strengthening the technological competencies of teachers, and the need for teachers to receive an appropriate amount of training on ways and employment of technological means and tools and how to integrate them through methods and methods that support the achievement of goals.

### Methods

The researcher used the descriptive approach for its suitability to achieve the goal of the research.

### Sampling

The study population consisted of all 853 physical education teachers in special education institutes and programs in the city of Jeddah for the academic year 2021-2022 in the primary, intermediate, and secondary stages. The researcher selected a random sample of physical education teachers in special education institutes and programs in Jeddah who deal with disabilities (intellectual education, learning difficulties). The sample included 218 teachers, (68) teachers at the primary stage, (79) teachers at the intermediate stage, and (71) teachers at the secondary stage.

### Instrument of the study

**The researcher** developed a list of professional practices for physical education teachers working with people with disabilities to achieve the goal of the research, and the following procedural steps were followed:

First: Identifying the dimensions of the list.

The dimensions of the list were determined by surveying the opinions of experts about their suitability to represent a list of professional practices for physical education teachers working with people with disabilities, as well as reviewing previous studies and some scientific sources related to the subject of the research. The list was presented to 5 experts from specialized academics, and table (1) shows the percentage of experts' agreement on the dimensions of the list.

Table 1. Percentage of expert agreement on the dimensions of the list

No.	Dimension	Frequency	Agreement level
1	Professional practices associated with the stage of preparing and planning the lesson	5	%100
2	Professional practices associated with the implementation phase of the lesson	5	%100
3	Professional practices associated with the lesson evaluation phase	5	%100

It is clear from Table (1) that the percentages of experts' agreement on the existing dimensions ranged with an agreement rate of (100%), and the researcher was satisfied with accepting the dimensions that obtained an agreement percentage of (80%) or more, which led to the acceptance of all dimensions of the proposed list.

Second: Formulating the items for each dimension in the list.

The researcher also formulated the vocabulary associated with each dimension of the list by looking at references and previous studies that dealt with professional practices. The total number of items in the list in its initial form was (60), items (Appendix 1). The list was presented in its initial form to specialized academic experts, and the researcher asked them to determine the following: whether the items belong to the dimension, the extent of the adequacy of the items under each dimension express your opinion of deletion or addition.

Based on the opinions of the judges, some of the items were modified to make them clearer to the rationing sample, no term was deleted or added. The three-point scale was determined (agree - to some extent - disagree) with an agreement rate (100%) ) on the scale of the proposed response to the list according to the opinions of experts, and table (2) shows the number of items in each dimension of the list after the presentation to the judges.

Table 2. Number of items in each dimension of the list after the presentation to the judges

NO.	Dimension	Number of items
1	Professional practices associated with the stage of preparing and planning the lesson	21
2	Professional practices associated with the implementation phase of the lesson	25
3	Professional practices associated with the lesson evaluation phase	14
	Total	60

It is clear from Table (2) that the number of items in each dimension of the list of professional practices was (60) items.

The validity of the instrument

The list was presented to (5) experts to seek their opinion on the appropriateness of the dimensions and vocabulary belonging to each dimension of the research topic, and based on the interview with the experts, some of the items have been modified.

The researcher used the factorial analysis method to extract the inter-correlation coefficients between the items of the list and to determine the saturations before and after the rotation. Therefore, the researcher used the Principal Components method of H. Hottelling, which he developed in the year (1933), and it is one of the most important methods of analysis. The study also used the Kaiser criterion, which was proposed by Guttman, as well as the method of orthogonal rotation by the Varimax method, which was presented by Kaiser in the year (1958).

The researcher followed the following steps to ensure the validity of the instrument:

Statistical description (mean scores - standard deviations -regression coefficients) for the items of the list dimensions as shown in Tables (3), (4), and (5).

Table 3. Mean scores, standard deviations, and coefficients for the vocabulary of the first dimension (professional practices associated with the lesson preparation and planning stage) (n = 218)

NO.	Mean score	St. Dev	regression	NO.	Mean score	St. Dev	regression
1	2.385	0.791	-0.802	12	2.372	0.746	-0.726
2	2.628	0.521	-0.926	13	2.748	0.466	-1.555
3	2.674	0.567	-1.558	14	2.486	0.707	-1.017
4	2.514	0.680	-1.069	15	2.624	0.619	-1.423
5	2.606	0.607	-1.283	16	2.546	0.622	-1.044
6	2.312	0.817	-0.632	17	2.762	0.468	-1.765
7	2.440	0.718	-0.884	18	2.688	0.521	-1.397
8	2.509	0.646	-0.967	19	2.587	0.682	-1.377
9	2.688	0.529	-1.459	20	2.385	0.791	-0.802
10	2.583	0.675	-1.345	21	2.656	0.531	-1.210
11	2.587	0.571	-1.020				

It is clear from Table (3) that the correlation coefficients for the items of the first dimension (professional practices associated with the stage of preparation and lesson planning) were limited to ( $\pm 3$ ), and thus the number of items of the first dimension becomes (21) items distributed moderately.

Table 4. Mean scores, standard deviations, and coefficients for the vocabulary of the second dimension (professional practices associated with the stage of lesson implementation) (n = 218)

NO.	Mean score	St. Dev	regression	NO.	Mean score	St. Dev	regression
1	2.381	0.778	-0.781	14	2.358	0.803	-0.738
2	2.729	0.494	-1.602	15	2.592	0.594	-1.158
3	2.734	0.537	-1.921	16	2.413	0.771	-0.863



4	2.651	0.541	-1.244	17	2.491	0.720	-1.052
5	2.353	0.808	-0.730	18	2.757	0.499	-1.957
6	2.551	0.685	-1.224	19	2.674	0.479	-0.875
7	2.615	0.583	-1.233	20	2.725	0.506	-1.642
8	2.706	0.548	-1.724	21	2.757	0.451	-1.507
9	2.697	0.560	-1.701	22	2.601	0.638	-1.352
10	2.734	0.528	-1.878	23	2.739	0.517	-1.864
11	2.720	0.543	-1.819	24	2.670	0.569	-1.530
12	2.702	0.488	-1.245	25	2.624	0.626	-1.444
13	2.830	0.433	-2.586				

It is clear from Table (4) that the correlation coefficients for the items of the second dimension (professional practices associated with the stage of implementing the lesson) were limited to ( $\pm 3$ ), and thus the number of items of the second dimension becomes (25) items distributed moderately.

Table 5. Mean scores, standard deviations, and coefficients for the vocabulary of the third dimension (professional practices associated with the lesson evaluation stage) (n = 218)

NO.	Mean score	St. Dev	regression	NO.	Mean score	St. Dev	regression
1	2.725	0.478	-1.392	8	2.706	0.531	-1.632
2	2.651	0.541	-1.244	9	2.784	0.503	-2.317
3	2.780	0.487	-2.165	10	2.748	0.466	-1.555
4	2.528	0.666	-1.092	11	2.463	0.719	-0.959
5	2.587	0.603	-1.168	12	2.573	0.642	-1.228
6	2.573	0.612	-1.135	13	2.390	0.785	-0.811
7	2.596	0.624	-1.290	14	2.606	0.592	-1.223

It is clear from Table (5) that the correlation coefficients for the items of the third dimension (professional practices associated with the lesson evaluation stage) have been limited to ( $\pm 3$ ) and thus the number of items of the third dimension becomes (14) single, which indicates that the items of the third dimension are distributed evenly in moderation.

The following is the presentation of the loadings before and after the orthogonal rotation in the Varimax method, for each dimension of the list and the application of the conditions for accepting the factor, which is the loading of at least three items and the acceptance of the item whose statistical significance for loading on the factor is not less than (0.6) - according to the researcher's opinion - then the extracted factors are presented.

Table 6. Loadings for the vocabulary of the first dimension (professional practices associated with the stage of preparing and planning the lesson) before and after rotation and communalities (n = 218)

NO.	Before rotation		After rotation		communalities
	First factor	Second factor	First factor	Second factor	
1	0.005	0.982	0.030	0.991	0.096
2	0.857	0.857	0.924	0.052	0.929
3	0.873	0.874	0.933	0.064	0.960
4	0.913	0.914	0.956	0.006	0.986
5	0.911	0.912	0.953	0.069	0.958
6	0.854	0.857	0.926	-0.017	0.946
7	0.873	0.876	0.936	-0.014	0.961
8	0.874	0.876	0.936	-0.004	0.949
9	0.873	0.876	0.932	0.085	0.978
10	0.916	0.916	0.956	0.053	0.986
11	0.876	0.876	0.935	0.054	0.956
12	0.829	0.832	0.912	-0.013	0.940
13	0.796	0.798	0.893	-0.008	0.927
14	0.908	0.910	0.954	-0.001	0.972
15	0.909	0.909	0.952	0.047	0.981
16	0.892	0.893	0.945	0.010	0.981
17	0.769	0.772	0.878	-0.015	0.906
18	0.876	0.880	0.933	0.099	0.978
19	0.909	0.909	0.952	0.049	0.987
20	0.887	0.888	0.942	0.004	0.949
21	0.890	0.900	0.939	0.136	0.968
Total		17.466	1.040		
Ratio		0.832	0.050		

It is clear from Table (6) that the loadings before and after the rotation resulted in two factors in addition to communalities, and the item was accepted, especially those with a value greater than (0.6) or equal to it.

Table 7. Loadings for the vocabulary of the second dimension (professional practices associated with the stage of implementing the lesson) before and after rotation and communalities (n = 218)

NO.	Before rotation		After rotation		communalities
	First factor	Second factor	First factor	Second factor	
1	0.824	0.896	0.832	0.451	0.983
2	0.934	0.900	0.802	0.539	0.988
3	0.958	0.883	0.858	0.471	0.985
4	0.879	0.902	0.770	0.555	0.978
5	0.840	0.900	0.822	0.473	0.994
6	0.880	0.922	0.808	0.518	0.956
7	0.878	0.913	0.795	0.530	0.975
8	0.964	0.918	0.829	0.527	0.992
9	0.951	0.918	0.806	0.549	0.983
10	0.967	0.891	0.862	0.473	0.990
11	0.971	0.906	0.854	0.492	0.991
12	0.870	0.865	0.706	0.609	0.966
13	0.670	0.740	0.765	0.393	0.894
14	0.837	0.900	0.825	0.469	0.994
15	0.852	0.904	0.814	0.491	0.952
16	0.839	0.908	0.833	0.462	0.962
17	0.852	0.913	0.827	0.478	0.950
18	0.858	0.929	0.467	0.843	0.967
19	0.800	0.903	0.860	0.405	0.968
20	0.945	0.905	0.813	0.533	0.989
21	0.900	0.869	0.784	0.535	0.979
22	0.896	0.917	0.773	0.566	0.977
23	0.965	0.889	0.861	0.473	0.989
24	0.916	0.918	0.646	0.708	0.979
25	0.902	0.906	0.719	0.624	0.968
Total		11.465	11.432		
Ratio		0.459	0.457		

It is clear from Table (7) that the loadings before and after the rotation resulted in two factors in addition to communalities, and the item was accepted, especially those whose value is greater than (0.6) or equal, and two items were branched on the second factor, so the second factor will be excluded, as it did not fulfil the conditions for accepting the factor.

Table 8. Loadings for the vocabulary of the third dimension (professional practices associated with the lesson evaluation stage) before and after rotation and communalities (n = 218)

NO.	Before rotation		After rotation		communalities
	First factor	Second factor	First factor	Second factor	
1	0.842	0.843	0.918	-0.035	0.948
2	0.890	0.891	0.943	-0.023	0.910
3	0.499	0.499	0.707	0.003	0.567
4	0.893	0.894	0.945	0.032	0.945
5	0.908	0.908	0.953	0.012	0.970
6	0.903	0.903	0.950	0.025	0.973
7	0.921	0.921	0.960	0.002	0.942
8	0.881	0.883	0.939	-0.032	0.942
9	0.486	0.488	0.697	0.050	0.608
10	0.813	0.813	0.902	0.000	0.914
11	0.845	0.845	0.919	-0.005	0.896
12	0.000	0.958	-0.001	-0.979	0.939
13	0.000	0.886	-0.011	-0.941	0.779
14	0.950	0.000	-0.974	0.000	0.931
Total		8.881	2.801		
Ratio		0.634	0.200		

It is clear from Table (8) that the loadings before and after the rotation resulted in two factors in addition to communalities, and the item was accepted, especially those whose value is greater than (0.6) or equal, and two items were branched on the second factor, so the second factor will be excluded, as it did not fulfil the conditions for accepting the factor.

It is clear from Tables (6), (7), and (8) that the first dimension resulted in (20) twenty items, the second dimension resulted in (23) twenty-three items, and the third dimension resulted in (12) twelve items.

The second factor was excluded in all dimensions because it did not fulfil the conditions for accepting the factor, which is to satisfy at least three items.

Table 9. The loading of the first factor with the first dimension (professional practices associated with the stage of preparing and planning the lesson)

NO.	Rank	Item	Loading value
1	1	Choosing goals that are commensurate with the available capabilities	0.956
2	10	Taking into account the gradation when preparing the content (from easy to difficult and from simple to complex)	0.956
3	14	Taking into account the availability of safety and security means in tools, devices and the place of application	0.954
4	5	Choosing goals that are compatible with the capabilities of individuals with disabilities	0.953
5	15	Taking into account the availability of the necessary material capabilities that achieve the set goals	0.952
6	19	Paying attention to the psychological aspect of students with disabilities	0.952
7	16	Utilizing feedback in teaching motor skills	0.945
8	20	Providing alternative activities in addition to the activities contained in the content	0.942
9	21	Determining the appropriate means of measurement to know (the real level - the extent of progress) for students with disabilities.	0.939
10	7	Taking into account age, gender, physical condition, type of disability, and degree of intelligence when formulating goals	0.936
11	8	Choosing content that achieves the set goals	0.936
12	11	Taking into account, when preparing the content, the principles of transmission of the impact of learning in developing the performance of students with disabilities.	0.935
13	3	The objectives are commensurate with the needs of pupils with disabilities	0.933
14	18	Identifying the obstacles that prevent the implementation of content for people with disabilities efficiently	0.933
15	9	Determining the content that is commensurate with the abilities of students with disabilities, whether physical or mental	0.932
16	6	Achieving content goals according to the priorities of achieving them	0.926
17	2	Objectives are measurable to ensure the extent to which they are achieved	0.924
18	12	Using teaching methods that are appropriate for the developmental characteristics of individuals with disabilities	0.912

19	13	Determining the teaching methods that are commensurate with the available capabilities	0.893
20	17	Identifying the different levels of practice for students with disabilities to employ them in the program	0.878

Table (9) shows that the value of the loadings on the first dimension ranged between (0.878, and 0.956), and they were arranged in descending order according to the loading values on each item. The researcher attributes this to the importance of professional practices associated with the stage of preparation and planning for the lesson, and that all items are of great importance when preparing and planning the lesson, whether in terms of defining objectives through defining the appropriate content and taking into account the capabilities, whether material or human, when planning, as well as appropriate teaching methods. The notion of identifying obstacles and challenges that prevent the implementation of the content of the lesson is of great importance. All the foregoing is closely related to preparing the teacher, whether before joining the service or after joining the service, and the fact that the teacher has these skills when planning the lesson would overcome many of the challenges he faces during implementation.

Jansma (1994) believes that the primary goal of physical activity for pupils with disabilities is safe, successful, and satisfactory participation. As for satisfaction, it means enjoying the experience of participating in the activity. The researcher agrees with what was indicated by the results of Dantas (2007), which emphasized the need to support teachers' access to appropriate levels of professional development, and the ability to deal with diverse learners from an international global perspective that transcends existing cultural and linguistic barriers.

Table 10. The loadings of the first factor with the second dimension (professional practices associated with the stage of implementing the lesson)

Rank	NO.	Item	Loading value
1	10	Using the appropriate reinforcement method for students with disabilities.	0.862
2	23	Achieving interdependence between the parts of the lesson	0.861
3	19	Identifying the field problems that face the implementation of the lesson content	0.860
4	3	Using the model	0.858
5	11	Stimulating the motivation of students with disabilities to learn new skills	0.854
6	16	Benefiting from the available human capabilities when implementing the lesson content	0.833
7	1	Dividing students with disabilities into homogeneous groups (age - gender - health status - degree of relationship)	0.832

8	8	Using teaching methods that are commensurate with the abilities and needs of students with disabilities	0.829
9	17	Correcting the mistakes of students with disabilities in a timely manner	0.827
10	14	Preparing students with disabilities physically and psychologically before starting to implement the content of the lesson	0.825
11	5	Using appropriate formations when implementing lesson content	0.822
12	15	Benefiting from the available material capabilities when implementing the content of the lesson	0.814
13	20	Providing activities that are popular for students with disabilities when implementing the content of the lesson.	0.813
14	6	Activating opportunities for integration when implementing the content of the lesson	0.808
15	9	Diversification of methods of motivation and motivation of students with disabilities	0.806
16	2	Using simplified explanations when implementing the lesson content	0.802
17	7	Applying the principles of transmission of the impact of learning that is suitable for students with disabilities	0.795
18	21	Directing instructions to students with disabilities in an educational manner	0.784
19	22	Using the appropriate communication method to deal with students with disabilities to achieve positive interaction	0.773
20	4	Using photos and videos	0.770
21	13	Encouraging cooperative activity among students with disabilities	0.765
22	25	Verifying positive interaction with students with disabilities	0.719
23	12	Using the guidance method appropriate to the nature of students with disabilities	0.706

Table (10) shows that the value of the loadings on the second dimension ranged between (0.706, and 0.862), and they were arranged in descending order according to the saturation values on each item. The researcher attributes this to the importance of professional practices associated with the implementation phase of the lesson, and that all items have great importance when implementing the lesson, both in terms of using the method of appropriate reinforcement for students with disabilities, through stimulating the motivation of students with disabilities to learn

new skills. The use of teaching methods that are commensurate with the abilities and needs of students, as well as using simplified explanations, models, pictures, and videos to verify the positive interaction with students with disabilities are among the important factors. All the foregoing are considered important skills that must be available in teachers of physical education for people with disabilities when implementing the lesson, and observing them contributes greatly to the success of the lesson, overcoming the difficulties facing the teacher, and reducing the burden on him during implementation.

The results agree with the Al-Saghir (2003) that performance efficiency is determined in the light of general knowledge, technical and professional skills, general background on the job and related fields, the extent of what the individual realizes about the work he is doing, and what he possesses in terms of desires, technical skills, organizational ability, and work implementation. The teacher also should've able to avoid making mistakes, and can accomplish his work tasks through seriousness and dedication to work and his responsibility to accomplish his work tasks at the specified times.

The results also agree with Hassan (2001) in that performance is not determined based on the availability or absence of some determinants, but rather it is a result of the outcome of the interaction between the extent of the individual's desire to work, which can appear through his enthusiasm and willingness to work. All of this expresses the compatibility of this work with its inclinations and directions, and the satisfaction provided by the internal work environment, which appears in the teacher's sense of satisfaction with the work.

Table 11. The loadings of the first factor with the third dimension (professional practices associated with the lesson evaluation stage)

Rank	NO.	Item	Loading value
1	14	Implementation of the evaluation method with available material and human resources	-0.974
2	7	Training students with disabilities on the process of self-evaluation to understand its purpose	0.960
3	5	Measuring the level of improvement of motor skills for students with disabilities.	0.953
4	6	Measuring the level of improvement in the health status of students with disabilities	0.950
5	4	Ensuring that students with disabilities continue to participate effectively by following up on daily reports.	0.945
6	2	Using scientific evaluation methods that suit the nature of students with disabilities	0.943
7	8	Ensuring that the alternative activities contribute to activating the content of the lesson	0.939
8	11	Ensuring that the stimulation methods used contribute	0.919



		to stimulating students with disabilities	
9	1	Choosing the appropriate evaluation method to know the extent to which goals have been achieved	0.918
10	10	Measuring the appropriateness of the means of illustration (pictures - graphics ...) in activating the content of the lesson and achieving its objectives.	0.902
11	3	Verifying the implementation of the lesson content in accordance with the specified time.	0.707
12	9	Evaluation of the extent to which the techniques available within the lesson are used in effective practice	0.697

Table (11) shows that the value of the loadings on the third dimension ranged between (0.697 and 0.974), and they were arranged in descending order according to the saturation values on each item. The researcher attributes this to the importance of professional practices associated with the evaluation stage of the lesson, and that all items have great importance when evaluating the lesson, both in terms of implementing the evaluation method with the available material and human capabilities, passing through measuring the level of improvement in motor skills for students with disabilities, as well as using scientific evaluation methods that suit the nature of students with disabilities.

The foregoing are important skills that must be available in teachers of physical education for people with disabilities when evaluating the lesson. Considering these skills contributes greatly to the success of the lesson and identifying the strengths and weaknesses within the content of the lesson greatly helps in overcoming many difficulties and gaining more skills and experiences that contribute to achieving the objective. The researcher agrees with Saad (2012), which emphasized the necessity of employing professional standards for teachers in following up and evaluating their professional practices.

The reliability of the instrument

The researcher calculated the reliability of the list using the "Alpha coefficient" of stability according to Cronbach's modification, where the "Alpha coefficient" represents the average of the coefficients resulting from dividing the test into parts in different ways, and therefore it represents the correlation coefficient between any two parts of the list parts as shown in table (12).

Table 12. Alpha coefficient values for list dimensions (n = 218)

NO.	Dimension	Alpha coefficient
1	Professional practices associated with the stage of preparing and planning the lesson	0.923
2	Professional practices associated with the implementation phase of the lesson	0.869

3	Professional practices associated with the lesson evaluation stage	0.911
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It is clear from Table (12) that the values of the coefficients for stability using the "Alpha" method ranged between (0.869, 0.923), and this indicates that the values of the correlation coefficients are statistically significant for all dimensions of the list, which confirms that the list has an acceptable degree of stability.

Calculation of standards and levels for the list: T. Scores or what is known as Derived Standard Scores were extracted to calculate the standards from the raw scores. This procedure allows the interpretation of the score on the list accurately, and the following table shows the raw scores of the research sample individuals and their T and standard results.

Table 13. The raw scores, the standard scores, and the t scores of the research sample on the list

raw scores	standard scores	t scores	raw scores	standard scores	t scores	raw scores	standard scores	t scores
64	0.63	56.31	108	0.76	57.63	132	0.57	55.65
67	0.70	56.97	111	0.70	56.97	133	0.60	55.98
69	0.70	56.97	112	0.73	57.30	136	0.76	57.63
73	-0.03	49.70	113	0.50	54.99	137	0.73	57.30
80	-2.81	21.92	114	0.66	56.64	140	0.73	57.30
85	0.17	51.68	116	-1.88	31.18	142	0.76	57.63
86	0.73	57.30	117	0.73	57.30	144	-1.09	39.12
87	0.20	52.01	118	-2.68	23.24	146	0.63	56.31
91	-0.26	47.38	119	-0.56	44.41	147	0.53	55.32
97	-1.22	37.79	120	0.60	55.98	151	0.66	56.64
99	-1.82	31.84	121	0.20	52.01	153	-1.55	34.49
101	0.73	57.30	122	0.63	56.31	154	0.37	53.67
102	0.07	50.69	124	-1.15	38.45	156	-0.39	46.06
103	0.50	54.99	125	0.70	56.97	157	0.60	55.98
104	-1.09	39.12	126	-2.68	23.24	159	-1.19	38.12
105	0.17	51.68	129	0.76	57.63	160	0.00	50.03
107	-2.08	29.20	130	0.57	55.65	162	0.66	56.64
<b>128.199</b>	<b>26.199</b>							

Table 14. Estimated levels of scores for the list of professional practices for teachers of physical education for people with disabilities

raw scores	Level of professional practices	Number of individuals	Percentage
(146) or more	Very good	43	19.7
( 145 - 119 )	Good	77	35.3
( 118 - 92 )	Average	63	28.9
( 91 - 65 )	Accepted	26	11.9
(64) and less	Weak	9	4.1
number and percentage		218	

Table (14) shows the estimated levels of scores of the research sample on the list, which included (5) estimated levels. By comparing the average score of the list, which was (128.199) degrees with the previous levels, it turns out that it is located at (119-145) and in front of the “good” level.

### Conclusion

In light of the results of the research and within the framework of the sample on which the data collection tool was applied, the researcher has reached the following most important conclusions. It was possible to build a list of professional practices for physical education teachers for people with disabilities, which consisted of (55) items distributed over (3) dimensions. as follows:

The first dimension: professional practices associated with the stage of preparation and planning for the lesson - this dimension was loaded with (20) twenty items, and the loading values on the first dimension ranged between (0.878, 0.956), and the value of the stability coefficient was (0.932).

The second dimension: professional practices associated with the stage of implementing the lesson - this dimension was loaded with (23) twenty-three items, and the loading values on the second dimension ranged between (0.706, 0.862), and the value of the stability coefficient was (0.869).

The third dimension: professional practices associated with the lesson evaluation stage - this dimension was loaded with (12) twelve items, and the loading values for the first dimension ranged between (0.697, -0.974). The stability coefficient value was (0.911).

The estimated levels of the research sample's scores were reached on the list, which included (5) estimated levels.

### **Recommendations**

In light of the results of the research and the conclusions reached, the researcher recommends the following:

- The researcher recommends applying the list by the Ministry of Education represented by the Department of Special Education to physical education teachers for people with disabilities as a means of identifying the level of their professional practices.
- The necessity of adopting the learned criteria when applying the list.
- Assisting and guiding physical education teachers for people with disabilities who are new to the profession and gradually giving them different responsibilities so that they can master professional practices, which will have an impact on achieving the development of their level.

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### Appendix 1

A list of professional practices for physical education teachers working in the field of people with disabilities

NO	Item	Agree	Neutral	disagree
	<b>The first dimension: professional practices associated with the stage of preparing and planning the lesson</b>			
1	Choosing goals that are commensurate with the available capabilities			
2	Taking into account the gradation when preparing the content (from easy to difficult and from simple to complex)			
3	Taking into account the availability of safety and security means in tools, devices and the place of application			
4	Choosing goals that are compatible with the capabilities of individuals with disabilities			
5	Taking into account the availability of the necessary material capabilities that achieve the set goals			
6	Paying attention to the psychological aspect of students with disabilities			
7	Utilizing feedback in teaching motor skills			
8	Providing alternative activities in addition to the activities contained in the content			
9	Determining the appropriate means of measurement to know (the real level - the extent of progress) for students with disabilities.			
10	Taking into account age, gender, physical condition, type of disability, degree of intelligence when formulating goals			
11	Choosing content that achieves the set goals			
12	Taking into account, when preparing the content, the principles of transmission of the impact of learning in developing the performance of students with disabilities.			
13	The objectives are commensurate with the needs of pupils with disabilities			

14	Identifying the obstacles that prevent the implementation of content for people with disabilities efficiently			
15	Determining the content that is commensurate with the abilities of students with disabilities, whether physical or mental			
16	Achieving content goals according to the priorities of achieving them			
17	Objectives are measurable to ensure the extent to which they are achieved			
18	Using teaching methods that are appropriate for the developmental characteristics of individuals with disabilities			

N O.	Item	Agree	Neutral	disagree
	<b>The second dimension: the professional practices associated with the implementation phase of the lesson</b>			
1	Using the appropriate reinforcement method for students with disabilities.			
2	Achieving interdependence between the parts of the lesson			
3	Identifying the field problems that face the implementation of the lesson content			
4	Using the model			
5	Stimulating the motivation of students with disabilities to learn new skills			
6	Benefiting from the available human capabilities when implementing the lesson content			
7	Dividing students with disabilities into homogeneous groups (age - gender - health status - degree of relationship)			
8	Using teaching methods that are commensurate with the abilities and needs of students with disabilities			
9	Correcting the mistakes of students with disabilities in a timely manner			
10	Preparing students with disabilities physically and psychologically before starting to implement the content of the lesson			
11	Using appropriate formations when implementing lesson content			



12	Benefiting from the available material capabilities when implementing the content of the lesson			
13	Providing activities that are popular for students with disabilities when implementing the content of the lesson.			
14	Activating opportunities for integration when implementing the content of the lesson			
15	Diversification of methods of motivation and motivation of students with disabilities			
16	Using simplified explanation when implementing the lesson content			
17	Applying the principles of transmission of the impact of learning that is suitable for students with disabilities			
18	Directing instructions to students with disabilities in an educational manner			
19	Using the appropriate communication method to deal with students with disabilities to achieve positive interaction			
20	Using photos and videos			
21	Encouraging cooperative activity among students with disabilities			
22	Verifying positive interaction with students with disabilities			
23	Using the guidance method appropriate to the nature of students with disabilities			

N O.	Item	Agree	Neutral	disagree
	<b>The third dimension: Professional practices associated with the lesson evaluation stage</b>			
1	Implementation of the evaluation method with available material and human resources			
2	Training students with disabilities on the process of self-evaluation to understand its purpose			
3	Measuring the level of improvement of motor skills for students with disabilities.			
4	Measuring the level of improvement in the health status of students with disabilities			
5	Ensuring that students with disabilities continue to participate effectively by following up on daily reports.			
6	Using scientific evaluation methods that suit the nature of students with disabilities			

7	Ensuring that the alternative activities contribute to activating the content of the lesson			
8	Ensuring that the stimulation methods used contribute to stimulating students with disabilities			
9	Choosing the appropriate evaluation method to know the extent to which goals have been achieved			
10	Measuring the appropriateness of the means of illustration (pictures - graphics ....) in activating the content of the lesson and achieving its objectives.			
11	Verifying the implementation of the lesson content in accordance with the specified time.			
12	Evaluation of the extent to which the techniques available within the lesson are used in effective practice			