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A work strategy for criteria selecting modern teaching methods to develop the skill level of futsal among physical education teachers in Babylon Governorate

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Abstract

The purpose of this paper is to develop a strategy for selecting modern teaching methods to improve the skill level of physical education teachers in futsal at schools and youth and sports organizations, and identifying the criteria that influence the selection of appropriate modern teaching methods for physical education teachers of futsal at schools and youth and sports organizations. The researcher used the descriptive method, as it was suitable for achieving the research objective. The research community consisted of physical education teachers in schools in the Babylon Governorate. The researcher randomly selected the research sample, which consisted of (186) teachers. After distributing the questionnaire, the invalid questionnaires were excluded, resulting in a research sample of (170) one hundred and seventy individuals. One of the most important results reached by the researcher is that: The first criterion (Teaching Competence) saturated with eight (8) statements, and the percentage of factor variance for the saturated statements reached (51.711), which is considered the highest percentage of variance among the extracted criteria. One of the most important recommendations recommended by the researchers is that: Utilize the identified strategy for selecting modern teaching methods in educational institutions, youth organizations, and sports facilities to enhance futsal skills.

Keywords: Modern teaching methods, physical education, futsal training, teaching competence, skill development

Introduction

Teaching methods in the field of education have witnessed remarkable development in recent years, leading to improved and more effective teaching. The use of modern teaching methods is a crucial factor in enhancing teacher performance and improving student learning, particularly in physical education, which emphasizes practical and skill-based learning (Radi, *et al.*, 2020) ^[19].

Futsal is a significant sport in schools due to its fast-paced nature and the variety of basic skills it demands, requiring high precision and concentration. The success of teaching this sport depends on physical education teachers' ability to utilize modern teaching methods that help develop students' skills (Naser, *et al.*, 2025; Jerri, *et al.*, 2025) ^[11, 16].

To improve the teaching process, the need arose to establish criteria for evaluating modern teaching methods. These criteria aim to assess the performance of physical education teachers and determine the extent to which they use appropriate teaching techniques. Such criteria help identify teachers' strengths and weaknesses and facilitate the development of their teaching skills, which will positively impact the skill level of students in futsal. This study aims to develop a work strategy based on modern teaching methods testing criteria to improve the futsal skills of physical education teachers in Babylon Governorate. This will contribute to raising the level of sports education and achieving the objectives of physical education lessons.

Research Problem

Teaching methods are crucial for developing the educational process and improving futsal skills. However, the current educational reality indicates a disparity in the extent to which physical education teachers utilize these methods. Some teachers still rely on traditional teaching methods, and the educational field lacks clear criteria for testing and evaluating

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teachers' use of modern teaching methods. This can negatively affect futsal skills. Therefore, the research problem lies in the need to develop a work strategy based on modern teaching methods testing criteria to improve futsal skills among physical education teachers in Babylon Governorate.

Research Objective

- This research aims to develop a strategy for selecting modern teaching methods to improve the skill level of physical education teachers in futsal at schools and youth and sports organizations. This will be achieved by:
- Identifying the criteria that influence the selection of appropriate modern teaching methods for physical education teachers of futsal at schools and youth and sports organizations.

Research fields

- Human field: Some schools in Babylon Governorate
- Time field: (8/1/2025) to (15/5/2025)
- Spatial field: Teachers from Babylon Governorate

Research Questions

According to the research objective, the researcher poses the following questions:

- What are the significant criteria influencing the selection of modern teaching methods to develop the skill level of futsal teachers in schools and youth and sports organizations?
- What is the strategic vision for the criteria used to select modern teaching methods to develop the skill level of futsal teachers in schools and youth and sports organizations?

Terminology

Strategy: This refers to the principles of sound leadership, a high-level planning process. Examples include military and political strategies that ensure the achievement of goals with specific means. It also means the path or strategy itself, encompassing the science and art of planning, tactics, and operations. This term has been applied to various fields across all aspects of public life.

Criteria

These are the wisdom gleaned from experts in their field who understand the needs of the organizations they represent individuals such as manufacturers, sellers, buyers, customers, trade unions, users, or regulators.

Modern teaching methods or teaching approaches

These are a set of principles and techniques used in the teaching process, which usually include classroom participation, recitation, memorization, and practical demonstration, or a combination thereof. The choice of teaching method or techniques to use depends largely on the information or skills being taught, and can be influenced by the efficiency and enthusiasm of the students themselves.

Research methodology and field procedures

Research Methodology

The researcher used the descriptive method, as it was suitable for achieving the research objective.

Community and sample research

The research community consisted of physical education teachers in schools in the Babylon Governorate. The researcher randomly selected the research sample, which consisted of (186) teachers. After distributing the questionnaire, the invalid questionnaires were excluded, resulting in a research sample of (170) one hundred and seventy individuals.

Data Collection Tool

The researcher developed a questionnaire (prepared by the researcher) through

Results of the exploratory study: This involved conducting structured personal interviews to identify the dimensions of the problem and the main features of the research topic.

Reviewing books and scientific references in the field of modern teaching methods and the results of previous Arabic and foreign studies. This resulted in the preparation and formulation of (62) Paragraphs that are appropriate to the research objectives and sample, and presented in their initial form to the experts to express their opinion on their suitability and appropriateness to the research objective and sample. Paragraphs that received less than (70%) of the experts' agreement were deleted, and the number of deleted Paragraphs amounted to (4) four Paragraphs. Thus, the questionnaire was prepared to be in its final form before criteriaization, consisting of (58) fifty-eight Paragraphs. The researcher also suggested to correct the questionnaire using a three-point Likert scale, which is: "Yes" (3) three points, "Somewhat" (2) two points, "No" (1) one point.

Scientific Procedures for the Questionnaire (Appendix 1)

Content Validity: The percentage of expert opinions on the questionnaire items ranged from 40% to 100%. Therefore, four items (14, 26, 50, and 54) were removed as they received less than 70%.

Internal Consistency Validity: The correlation coefficients between the score of each item and the total score of the questionnaire items ranged from 0.67 to 0.93, while the total score for the questionnaire was 0.86. All correlation coefficients were statistically significant, indicating the internal consistency validity of the questionnaire.

Reliability: The reliability coefficients for the questionnaire items ranged from 0.69 to 0.87, with an overall reliability coefficient of 0.83. This indicates high reliability across all items, suggesting the validity and reliability of the questionnaire.

Research Timeline: The exploratory study was conducted between March 7, 2025, and April 15, 2025, and the main sample was administered between January 8, 2025, and May 15, 2025.

Results and discussion

Results and Analysis of Factor Analysis

The researcher used the SPSS statistical software package to analyze the collected data. Descriptive statistical methods were employed to calculate the arithmetic mean, criteria deviation, and skewness coefficients of the research sample's responses to the final version of the questionnaire. These calculations were then used in factor analysis, as illustrated in Table (1).

Table 1: Arithmetic Means, Criteria Deviations, and Skewness Coefficients of the Research Sample's Responses to the Questionnaire (n=170)

Paragraphs number	Arithmetic mean	Criteria deviation	Skewness	Paragraphs number	Arithmetic mean	Criteria deviation	Skewness
1	2,45	0644	0764-	30	2,48	608.	754.-
2	2,52	0698	-1,140	31	2,44	633.	693.-
3	2,51	0588	0776-	32	2,48	598.	687.-
4	2,60	0579	-1,136	33	2,47	597.	643.-
5	2,63	0584	-1,330	34	2,43	604.	540.-
6	2,62	0585	-1,300	35	2,48	598.	687.-
7	2,48	0617	0771-	36	2,57	613.	-1,128
8	2,51	0598	0778-	37	2,55	625.	-1,085
9	2,42	0520	0666-	38	2,46	617.	707.-
10	2,32	0561	.081-	39	2,57	614.	-1,128
11	2,48	0598	.687-	40	2,48	608.	732.-
12	2,55	0596	.945-	41	2,45	616.	664.-
13	2,48	0598	.687-	42	2,47	607.	710.-
14	2,45	0616	.664-	43	2,56	614.	1,102
15	2,48	0598	.687-	44	2,48	607.	732.-
16	2,57	0604	1,090	45	2,47	598.	665.-
17	2,39	0599	.420-	46	2,47	617.	728.-
18	2,45	0607	.645-	47	2,45	615.	664.-
19	2,46	0607	.666-	48	2,58	602.	-1,143
20	2,48	0598	.687-	49	2,49	627.	829.-
21	2,48	0598	.665-	50	2,44	670.	817.-
22	2,46	607.	645.-	51	2,47	597.	665.-
23	2,43	593.	474.-	52	2,55	605.	-1,013
24	2,44	615.	623.-	53	2,46	607.	666.-
25	2,45	625.	701.-	54	2,49	598.	709.-
26	2,44	625.	680.-	55	2,58	592.	-1,101
27	2,47	617.	750.-	56	2,45	616.	685.-
28	2,48	598.	687.-	57	2,56	615.	-1,077
29	2,45	625.	701.-	58	2,40	629.	555.-

Table (1) shows the following: All criteria deviation values for the questionnaire items are less than their arithmetic mean, and the items are normally distributed across all categories of the research sample, indicating the absence of non-normal distribution defects in the responses. This shows that the skewness coefficients are close to zero for all the items used, which indicates the suitability of the

method used to select the items, as well as their suitability for the research sample. This step is a preliminary step to extracting the correlation coefficient matrix between the questionnaire items.

Subsequently, the environmental correlation matrix for the extracted criteria was extracted, and Table (2) shows this.

Table 2: Shows the inter-criteria correlation matrix for the extracted criteria (n = 170).

Criteria	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Criteria 7
Criteria 1	1,00						
Criteria 2	0,517	1,00					
Criteria 3	0,492	0,555	1,00				
Criteria 4	0,491	0,522	0,464	1,00			
Criteria 5	0,476	0,480	0,449	0,477	1,00		
Criteria 6	0,610	0,639	0,639	0,552	0,514	1,00	
Criteria 7	0,130	0,182	0,153	0,115	0,220	0,082	1,00

The value of the statistical correlation coefficient at the (0.05) level is 0.138.

Table (2) shows the following

There is a statistically significant correlation between the criteria at the (0.05) significance level (0.138). The matrix included (21) coefficients with a positive correlation of (100%).

The principal component method (Harold Hotelling) was used to analyze the inter-criteria correlation matrix, determine the frequency values of the questionnaire items, the latent root, and the variance for each extracted criterion, and the total variance of the criteria before oblique rotation. Table (3) illustrates this.

Table 3: Statistically Significant Factorial Matrix (n-170)

Criteria and Paragraphs	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5	Criteria 6	Criteria 7
1							0.696
2		0.776					
3							0.771
4			0.690				
5							0.811
6					0.596		
7				0.820			
8			0.748				
9	0.920						
10						0.562	
11		0.963					
12						0.472	
13						0.703	
14				0.856			
15							0.963
16			0.855				
17							0.851
18	0.918						
19			0.858				
20				0.963			
21						0.712	
22	0.918						
23		0.930					
24						0.404	
25							0.893
26			0.898				
27			0.855				
28		0.963					
29				0.899			
30						0.788	
31				0.910			
32		0.963					
33						0.807	
34					0.865		
35				0.963			
36	0.960						
37			0.826				
38					0.967		
39	0.960						
40						0.855	
41							0.966
42					0.853		
43				0.851			
44					0.959		
45		0.969					
46				0.794			
47	0.966						
48					0.942		
49							0.643
50							0.683
51		0.970					
52	0.955						
53					0.835		
54		0.967					
55						0.686	
56	0.928						
57					0.964		
58			0.734				

The second criterion (20,184), the third criterion (8,980), the fourth criterion (8,773), the fifth criterion (8,097), the sixth criterion (7,011), and the seventh criterion (6,291) yielded a

total variance of (83,963) across the seven derived criteria. This step led to the development of a statistically significant factor matrix for the questionnaire items, as illustrated in Table (4):

Table 4: Statistically Significant Factor Matrix (n-170)

No.	Paragraphs	Saturation value
1.	47	0.966
2.	36	0.960
3.	39	0.960
4.	52	0.955
5.	56	0.928
6.	9	0.920
7.	18	0.918
8.	22	0.918
Total saturation of the standard		51.711

Table (4) shows the following

Eight statements were ranked in descending order according to their saturation level on the first criterion, with a total factorial variance of 51.711.

The researcher attributes this result to the necessity for modern teaching methods to possess a certain level of excellence in lesson planning. Therefore, physical education teachers must be familiar with organized work methods that enable them to develop their teaching style, which in turn raises the level of students in all areas of education.

Furthermore, the teacher should be well-versed in using various modern teaching methods, understand the requirements of the educational process within the school, consider the diverse abilities of students when conducting futsal lessons, and encourage the use of modern teaching techniques to ensure the development and improvement of students' skill levels. This is confirmed by the results of studies by (Labib, 2017) and (Kue, 2000) ^[12, 13], which highlighted

the importance of modern teaching methods across various institutions and their role in enhancing futsal skills.

The researcher also attributes this result to the fact that teachers must possess practical experience in conveying information to students so they understand how to perform futsal skills. Furthermore, teachers must be familiar with the educational institution's objectives to ensure the improvement of the educational process. They should also be involved with the physical education teacher within the institution in determining procedures and strive to guide students in a way that encourages lesson implementation. Therefore, modern teaching methods have become indispensable for guiding student behavior, harnessing their energies and abilities, and directing them correctly towards achieving goals, thus ensuring improved and developed performance. This result aligns with the findings of the studies by (Imam and Abdel-Hakim, 2015) ^[10] and (Abdel-Maqsoud, 2006) ^[2], whose most important conclusion was the urgent need to establish criteria for selecting modern teaching methods.

Table 5: Observed Saturations on the Second Criterion (Leadership Competence and Administrative Practices) (n=170)

No.	Paragraphs number	Saturation value
1	47	0.966
2	36	0.960
3	39	0.960
4	52	0.955
5	56	0.928
6	9	0.920
7	18	0.918
8	22	0.918
Total saturation of the standard		51.711

Table (5) shows the following

Eight statements were ranked in descending order according to their saturation level on the first criterion, with a total factorial variance of 51.711.

The researcher attributes this result to the ease and simplicity with which modern teaching methods for developing students' futsal skills are implemented in lesson plans. Teachers must be familiar with these modern teaching methods to effectively develop lessons, which in turn improves students' performance in line with advancements in developed countries.

Furthermore, teachers must be well-versed in the use of modern teaching methods, fully aware of the requirements of the educational process, consider students' abilities during instruction, and encourage the use of modern approaches. This ensures the development and improvement of students' and learners' performance in these institutions. This is confirmed by the findings of studies by (Labib, 2017) ^[13] and (Kue, 2000) ^[12], which highlighted the importance of

modern teaching methods across various educational institutions and their role in enhancing learners' skill levels.

The researcher also attributes this result to the necessity of possessing knowledge of the institution's objectives to ensure their achievement, as well as the importance of being aware of modern teaching methods within the educational institution. Furthermore, the researcher strives to guide students within the institution in a way that encourages the implementation of physical education lessons. Therefore, modern teaching methods have become indispensable for guiding student behavior, harnessing their energies and abilities, and directing them in the right direction towards achieving goals, thus ensuring improved and developed performance. This result aligns with the findings of the studies by (Imam and Abdel-Hakim, 2015) ^[10] and (Abdel-Maqsoud, 2006) ^[2], whose most important conclusion was the urgent need for specific criteria for selecting modern teaching methods.

Table 6: Observed Saturations on the Second Criterion (Delegation) (n=170)

No.	Paragraphs number	Saturation value
1	51	0.970
2	45	0.969
3	54	0.967
4	11	0.963
5	28	0.963
6	32	0.963
7	23	0.930
8	2	0.776
Total saturation of the standard		10.013

Table (6) shows the following

Eight statements were ranked in descending order according to their saturation level on the second criterion, with a total factorial variance of (10.013) percent.

The researcher attributes this result to the fact that the physical education teacher's role is not limited to supervising and guiding students, but also includes developing their futsal skills through various modern teaching methods. The teacher must identify students' specific abilities and strive to utilize and develop them. Similarly, the teacher must identify weaknesses in their performance and work to strengthen and improve them. A teacher who prioritizes developing their own skills and performance while neglecting students' needs is not considered an effective teacher. This is supported by the findings of (Murad 2014) ^[15] study, which indicated that teachers should prioritize students' tasks that can be delegated, while also understanding their abilities and providing them with sufficient time to complete the lesson.

This aligns with the findings of the study by (Abdel-Hafez, 2014) ^[1], which emphasized the importance of enhancing teachers' capabilities due to their direct influence and positive impact on improving students' futsal skills. The study also highlighted futsal as a key metric for evaluating

student performance, encouraging creativity and preventing reliance on teachers to handle all tasks independently.

This approach is supported by the findings of (Abdel-Hafez, 2014) (Ghoneim, 2004) ^[1, 8] states that one of the advantages of applying modern teaching methods is fostering creativity among teachers. This makes them feel valued within the educational institution and that they have become active participants, which motivates them towards self-development. Furthermore, their participation in discussing and solving work-related problems within the organization makes them familiar with its work methods, thus preparing them for creativity and excellence within the organization (Ghoneim, 2004) ^[8]. The idea behind choosing modern teaching methods is based on the premise that teachers feel a desire to contribute to and help define the goals of the educational institution. Consequently, this puts employees in a better psychological state, as their role is no longer limited to simply submitting to and obeying the institution's orders and instructions. Rather, they play a positive role in shaping the work systems and procedures that relate to them and their interests. Therefore, using modern teaching methods in their various forms helps to cultivate creativity and development within the educational institution.

Table 7: Observed Saturations on the Third Criterion (Decision Making) (n=170)

No.	Paragraphs number	Saturation value
1	26	0.898
2	19	0.858
3	16	0.855
4	27	0.855
5	37	0.826
6	8	0.748
7	58	0.734
8	4	0.690
Total saturation of the standard		6.546

Table (7) shows the following

The third criterion (8) statements were ranked in descending order according to their saturation value on the criterion, and the percentage of total factor variance for the criterion reached (6.546).

The researcher attributes this to the interconnectedness of change factors in all areas of life, which have led to a new educational reality. This reality requires teachers to replace traditional modern teaching methods with new approaches based on creativity and openness in a highly competitive environment. This can only be achieved by teachers adopting modern methods that contribute to the development of the institution. This aligns with the findings of the studies by (Tony and Abdel-Hafez, 2012a) ^[20] and (Abdel-Maqsood 2006) ^[2], which indicated the importance

of teachers adopting modern methods in their selection process.

Therefore, the educational process is fundamental or rather, the foundation of advancement in the educational system. Educational institutions represent a fertile environment for cultivating a conscious and educated generation. This is confirmed by the findings of a study by (Labib, 2017) ^[13], which indicated that decision-making is a structured process and that any method is ultimately the result of a comprehensive effort involving diverse opinions and ideas.

Thus, a successful method is one that encourages teachers to be productive members of their work, constantly developing their knowledge and fostering independence. Teachers must understand that their strength stems from the methods they employ in developing futsal, and they can only be effective if they possess competence and vision in developing the

institution and in decision-making. This aligns with the findings of a study by (Othman, 2015) ^[17], which emphasized the need for teachers to develop their abilities in

diagnosing and analyzing problems and utilizing modern scientific methods.

Crisis Management and Problem Solving

Table 8: Observed Saturations (Crisis Management and Problem Solving) (n=170)

No.	Paragraphs number	Saturation value
1	20	0.963
2	35	0.963
3	31	0.910
4	29	0.899
5	14	0.856
6	43	0.751
7	7	0.820
8	20	0.794
Total saturation of the standard		5.038

Table (8) shows the following

The fourth criterion (8) statements were ranked in descending order according to their saturation value on the criterion, and the percentage of the total factorial variance for the criterion reached (5.038).

The researcher attributes this result to the importance of modern teaching methods in keeping pace with developments in education. Physical education teachers must keep up with these developments and achieve the desired goals. Physical education lessons are often filled with situations and problems that place teachers in confrontation with diverse individuals and complex crises. Teachers must take specific actions or make specific decisions to avoid negatively affecting student performance and achievement. This is confirmed by the study (Gareet, 2014) ^[7], which stated that all sports facilities require highly qualified specialists to achieve success.

Therefore, the researcher believes that educational institutions capable of keeping pace with development must have their teachers adopt modern teaching methods. Furthermore, continuous improvements must be made to development programs that focus on training and education based on building a foundation for positive interaction between all staff members in various job positions, on the one hand, and the adopted policies and systems, on the other. This aims to balance the functional, psychological, and social roles of staff members. This is confirmed by the results of the study by (Hawkins, 2002) ^[9] which showed that teachers' choice of modern teaching methods has a significant and important impact on developing futsal skills and the overall school climate.

Human Relations

Table 9: Observed Saturations (Human Relations) (N-170)

No.	Paragraphs number	Saturation value
1	38	0.967
2	57	0.964
3	44	0.959
4	48	0.942
5	34	0.865
6	42	0.853
7	53	0.835
8	6	0.596
Total saturation of the standard		4.343

Table (9) shows the following

Eight (8) statements were saturated with the fifth criterion, arranged in descending order according to their saturation value on the criterion. The total factor variance percentage for the criterion was (4.343).

All statements refer to how to deal with employees. Teachers within the educational institution must be familiar with modern teaching methods, especially when they encounter internal and external problems. Therefore, one of the most important factors in the success of the educational institution is the teachers' utilization of modern methods due to their powerful ability to explain futsal skills.

As indicates, teaching is the process of guiding a group of people in a specific and planned direction by motivating them to work by choice. Teaching also has a role aimed at influencing others (Labib, 2017) ^[13]. Furthermore, (Tony and Abdel-Hafez 2012b) ^[21] pointed out that the success of teaching depends on the teacher's ability to utilize modern teaching methods, cultivate a love for the work, and channel

students' energies in a coherent manner toward the goals set by the teacher. This is done to motivate students to learn with a clear desire to achieve specific objectives in teaching futsal.

Furthermore, Faten Al-Ghazou (2009) indicated that modern teaching methods are defined as the process of influencing students to persuade and encourage them to love the lesson and contribute to achieving the desired goals (Al-Ghazou, 2009:26). The researcher also attributes this result to the fact that physical education teachers must possess the ability to persuade students of their ideas, motivate them to achieve outstanding success, and impart futsal skills to students in a way that instills pride in them. This encourages them to strive to improve their futsal skills and provides regular guidance and advice to help them accomplish tasks effectively. Furthermore, teachers should work on developing social connections and relationships to enhance physical education lessons, cultivate students' skills, and equip them with modern techniques.

Creativity and Development

Table 10: Observed Saturations (Creativity and Development) (N-170)

No.	Paragraphs number	Saturation value
1	40	0.855
2	33	0.807
3	30	0.788
4	21	0.712
5	13	0.703
6	55	0.686
7	10	0.562
8	12	0.472
Total saturation of the standard		3.610

Table (10) shows the following

(9) Statements were ranked in descending order according to their saturation value on the criterion, and the percentage of the total factorial variance for the criterion reached (3.610). The researcher attributes this result to the fact that modern trends within sports institutions rely primarily on modern methods for developing futsal. A forward-looking, progressive vision is necessary, one that calls for increasing the effectiveness and strength of the educational system by creating opportunities for creativity and innovation, moving away from rigidity and strict adherence to rules. Furthermore, it is essential to provide teachers with all the information and mechanisms that will enable them to

improve current practices and eliminate outdated teaching methods that have become prevalent in sports institutions. This is what the results of the study by (Tony and Abdel-Hafez, 2012) ^[20] emphasized: the importance of developing criteria for selecting and choosing modern teaching methods for students who possess the ability to manage change, development, creativity, and innovative leadership qualities in developing futsal.

Points to the importance of teachers striving to develop their creative and innovative abilities, which helps in improving physical education/futsal lessons, as well as providing and offering various suggestions for developing their teaching methods and styles (Al-Sirafi, 2006) ^[4].

The researcher attributes this result to the fact that teachers' freedom to choose their teaching methods allows them to set their own schedules and make decisions about the lesson. The nature of lessons within these educational institutions is characterized by routine and a lack of innovative performance. Furthermore, teachers must allow students to offer unconventional solutions in the lesson, solutions that contribute to its development. They should also give students the opportunity to choose the skill they work with, as well as the student they interact with in futsal lessons. This aligns with the findings of (Patsy, 2005) ^[18] study, which indicated that teachers must be able to keep pace with technological advancements.

Planning and Evaluation

Table 11: Observed Saturations (Planning and Evaluation) (N-170)

No.	Paragraphs number	Saturation value
1	41	0.966
2	16	0.963
3	25	0.893
4	17	0.851
5	5	0.811
6	3	0.771
7	1	0.696
8	50	0.683
Total saturation of the standard		2.710

Table (11) shows the following: Saturation on (9) statements, arranged in descending order according to their saturation value on the standard, reached a percentage of the total factorial variance for the standard of (2.710).

The researcher attributes this result to the importance of physical education teachers possessing the knowledge and skills necessary to select modern teaching methods. These methods include analyzing the strengths, weaknesses, opportunities, and risks of futsal skills, which can be leveraged to improve performance. This also involves setting a timetable for the activities to be achieved and defining the policies and procedures that teachers follow in performing the required tasks. This was confirmed by the study (Tony & Abdel-Hafez, 2012) ^[20] and the study (Abdel-Maqoud, 2006) by (Maclean, 2002) ^[2, 14] both of which indicated the importance of planning skills for teachers to select different modern teaching methods according to the nature of the samples on which those studies were applied.

(Abu Al-Nasr 2009) ^[3] indicates that teaching is a function concerned with planning, guidance, development, and modernization, and is a crucial element in enabling the educational system to fulfill its role and achieve its goals (Abu Al-Nasr, 2009) ^[3].

(Darwish *et al.*, 2009) ^[5] also point out that the availability of standards for managing physical education lessons requires consideration of several principles that must be applied in planning, organizing, and managing them through modern methods capable of achieving their objectives. This involves focusing on the scientific planning of its various projects, institutions, and organizations, and is concerned with defining the objectives to be achieved, as well as identifying the necessary methods, means, and resources required to achieve those objectives (Darwish 2009) ^[6]. The researcher also attributes this result to the importance of evaluation for physical education teachers through comparing objectives with actual results, providing the necessary information to complete the evaluation process accurately, involving all supervisors in evaluating activities, and being able to address deviations resulting from the evaluation process in a timely manner.

Work Strategy

The researcher developed this work strategy according to the research procedures, problem, and sample limitations, and through the presentation, discussion, and analysis of the results, according to the theoretical framework analysis. The

work strategy consists of the philosophy, significance, objectives, and implementation mechanisms.

Conclusions and Recommendations

Conclusions

Through factor analysis, criteria were established for selecting modern teaching methods to improve teacher performance in developing students' futsal skills in educational institutions. These criteria consist of seven (7) accepted criteria, named according to their relative importance and the number of statements that saturated for each criterion:

- The first criterion (Teaching Competence) saturated with eight (8) statements, and the percentage of factor variance for the saturated statements reached (51.711), which is considered the highest percentage of variance among the extracted criteria.
- The second criterion (Method) saturated with eight (8) statements, and the percentage of factor variance for the saturated statements reached (10.013).
- Criterion 3 (Style) had (8) statements saturated, with a factorial variance of (6.546) for the saturated statements.
- Criterion 4 (Crisis Management and Problem Solving) had (8) statements saturated, with a factorial variance of (5.038) for the saturated statements.
- Criterion 5 (Human Relations) had (8) statements saturated, with a factorial variance of (4.343) for the saturated statements.
- Criterion 6 (Creativity and Development) had (9) statements saturated, with a factorial variance of (3.610) for the saturated statements.

Criterion 7 (Planning and Evaluation) had (9) statements saturated, with a factorial variance of (2.710) for the saturated statements. This is the lowest saturation value among the criteria and represents the seventh and final criterion. The seven identified criteria are used to select modern teaching methods for developing futsal skills among teachers in educational institutions, youth organizations, and sports facilities included in the research sample.

Recommendations

- Utilize the identified strategy for selecting modern teaching methods in educational institutions, youth organizations, and sports facilities to enhance futsal skills.
- Conduct further studies in the same field using factor analysis across various institutions involved in physical education.
- Develop criteria for selecting modern teaching methods that foster change management, development, and creativity, and promote effective lesson management.

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Appendix 1

Show the Paragraphs

No.	Paragraphs	Notes
1	The teacher selects modern teaching methods that align with the objectives of the futsal lesson.	
2	The teacher determines the teaching method based on the learning outcomes in futsal.	
3	The teacher links the objectives of the subject to the teaching method in futsal.	
4	The teacher considers the logical sequence of objectives in teaching futsal.	
5	The teacher varies teaching methods according to the level of the futsal players.	
6	The teacher takes individual differences into account when choosing a teaching method.	
7	He chooses methods that suit different age groups in futsal lessons.	
8	He employs modern methods that take into account the learners' interests and motivation	
9	He uses methods that encourage classroom interaction during skills demonstrations.	
10	He employs methods that promote collaborative learning among students in futsal lessons.	
11	Employs methods that foster dialogue and discussion while explaining the skill.	
12	Encourages active participation among students in the futsal lesson.	
13	He selects methods that suit the nature of the content during the lesson.	
14	He links the method to the type of skill being taught in the futsal lesson.	
15	He employs methods that contribute to learning practical futsal skills.	
16	He considers the nature of the material when selecting skills according to the futsal curriculum.	
17	He uses methods that develop critical thinking after the lesson.	
18	He adopts methods that contribute to developing creativity when performing futsal skills.	
19	He fosters independence in learning while performing a skill.	
20	He encourages problem-solving using modern methods for skills that are difficult.	
21	The teacher employs modern teaching methods that integrate theoretical and practical aspects in classroom lessons.	
22	The teacher considers diversifying between individual and group methods.	
23	The teacher adopts modern teaching methods that contribute to increasing student motivation.	
24	The teacher plans the lesson according to clear learning objectives.	
25	The teacher determines the lesson steps before implementation.	
26	The teacher organizes the lesson content sequentially.	
27	The teacher selects appropriate learning activities for the lesson objectives.	
28	The teacher determines the teaching aids before implementation.	
29	The teacher connects teaching aids when planning the lesson.	
30	The teacher considers individual differences when planning activities.	
31	The teacher coordinates the objectives, content, and activities. The teacher plans the lesson to ensure student participation.	
32	The teacher adheres to the futsal lesson plan during implementation.	
33	The teacher manages the lesson time efficiently.	
34	The teacher uses diverse methods to explain basic skills.	
35	The teacher encourages students to actively participate during skill demonstrations.	
36	The teacher provides a safe and stimulating learning environment within the futsal field.	
37	The teacher manages the group using appropriate pedagogical methods.	
38	The teacher effectively demonstrates teaching aids.	
39	The teacher connects the theoretical and practical aspects of the skills.	
40	The teacher considers individual differences during exercises.	
41	The teacher provides correct performance models for basic skills.	
42	The teacher promotes positive behavior and discipline during the lesson.	
43	The teacher motivates learners to continue learning and practicing.	
44	The teacher uses diverse assessment methods to measure skill learning.	

45	The teacher considers individual differences when evaluating player performance.	
46	The teacher applies assessment both during and after the lesson.	
47	The teacher uses assessment to measure the achievement of objectives in the futsal lesson.	
48	The teacher provides immediate feedback during skill performance.	
49	The teacher uses assessment results to improve teaching methods.	
50	The teacher encourages self-assessment among learners.	
51	The teacher employs assessment methods that encourage strategic thinking.	
52	The teacher explains the assessment criteria to players before performance.	
53	The teacher uses assessment to identify skill strengths and weaknesses.	
54	The teacher alternates between oral and written assessment.	
55	The teacher utilizes feedback to improve skill learning.	
56	The teacher adopts modern teaching methods that contribute to developing creativity during skill performance.	
57	The teacher encourages learners to solve problems using modern methods in the futsal lesson.	
58	The teacher varies teaching methods according to the level of futsal players.	