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Research Article

Impact of Digital Competence on the Teaching of Sports Education Curricula in IRAQI Civil Universities

Abbas Mohammed Khudhair[1], Mohammed Asim Ghazi[2, *], Mazin Abdul Hedi Ahmed[3], Mazin Hadi Kzar[3], Muhannad Nazar Kzar[2], Fadhil Mohammed alhsnawy[3], Hayder N. Jawoosh[4], Dhay Salim Hamza[2]

[1]Babylon Education Directorate, University of Babylon, Babylon, Iraq

[2]Faculty of Physical Education and Science Sport, Al-Mustaqbal University, Babylon, Iraq

[3]Faculty of Physical Education and Science Sport, University of Babylon, Babylon, Iraq

[4]Faculty of Physical Education and Sport Science, University of Kufa, Najaf, Iraq

Abstract

The importance of this study is to prepare teaching members to digitize and technological competence and the ability to teach using technological components to help enrich the teaching process in education and learning for sports education curricula: The study aims to reach the faculty to digitize modern and to use digital transformations in the teaching process, Seeking technological development in the use of applications and technology programs and helping to develop and improve the educational process in the subject of physical education and sports sciences and the ability to use these programs to teach basic skills and educational skills such as (Football, Handball, Basketball, Volleyball) and the ability to support those curricula, Conclusions: The digital proficiency method, represented by the tribal and dimensional measurements, appears to lead to improved performance in some sports skills compared to the traditional method, The effect sizes suggest this improvement might be small to moderate. Further investigation with a larger sample size could strengthen these findings. Recommendations: Future research could explore the specific aspects of the digital proficiency method (e.g., specific apps, platforms) that contribute most to performance improvement, Investigating the long-term retention of skills learned through the digital proficiency method would be valuable, Examining the motivational impact of the digital proficiency method on students' learning could provide further insight.

Keywords

Digital Competence, Teaching of Sports Education Curricula, IRAQI Civil Universities

1. Introduction

Digital technology has witnessed a massive revolution over the past few decades, affecting various aspects of our lives, including education. In light of these developments, it has become important to assess the impact of digital competence on teaching sports education curricula in Iraqi universities. [4] Teachers' digital competence significantly impacts the teaching of sports education curricula in Iraqi universities. Teachers with strong digital competencies are better able to

*Corresponding author: mohammed.asim.ghazi@uomus.edu.iq (Mohammed Asim Ghazi)

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engage and motivate their students, thereby improving academic motivation and performance in physical education. [5], Integrating digital technology and tools effectively into the teaching and learning process is critical to enhancing the overall quality of education, however, there are challenges in integrating digital technology into physical education classes, where teachers are aware of low levels of efficiency in the application of digital technology [3, 6] Personal and school barriers hinder the integration of digital technology into physical education classes to promote the teaching of physical education curricula, there is a need for continuous professional development to improve teachers' digital competencies. By providing teachers with strong digital skills and knowledge, Iraqi universities can create an enabling learning environment that promotes students' motivation and achievement in physical education.

2. Back Ground Study

The importance of this study is to prepare teaching members to digitize and technological competence and the ability to teach using technological components to help enrich the teaching process in education and learning for sports education curricula [12]: The study aims to reach the faculty to digitize modern and to use digital transformations in the teaching process, Seeking technological development in the use of applications and technology programs and helping to develop and improve the educational process in the subject of physical education and sports sciences and the ability to use these programs to teach basic skills and educational skills such as (Football, Handball, Basketball, Volleyball) and the ability to support those with extracurricular and extracurricular curricula through the use of artificial intelligence techniques from data collection and analyzing and the extent of integration of those activities with the curriculum so as to satisfy the ability and competence in the teaching process, teacher development (Teacher) To find out about changes in the modernization of my curriculum, researchers used the experimental curriculum in that study from a sample in the collective community of Iraqi civil universities of a technological nature through the technological structure of those universities. The study sample was commissioned by university heads of physical education departments and physical education teachers. There were about 10 universities, Researchers use data collection tools through reference studies, questionnaires, and statistical processors according to the selection of appropriate statistical assumptions [7].

3. Study Procedures

Study Society: The study community consists of heads of departments for physical education and physical education teachers, Sample Study: The study sample was selected randomly, with 100 civil university students selected from the Faculty of Physical Education and Sports Sciences, Study curriculum: The experimental curriculum was used in this study, where civil university students in the Faculty of Physical Education and Sports Sciences were divided into two equal groups, and the first group was taught using the traditional teaching method. In contrast, the second group was taught using the modern teaching method. (Digital competence) Teaching performance tests were used to measure the development of teaching performance at the end of the training program., Study procedures: The study was carried out in two phases:, Phase 1: Preparation phase, where a training program was prepared using traditional and modern teaching methods., Phase 2: Application phase, where the training program was applied to the sample for 12 weeks., Preparation of the training program: The researcher prepared a 12-week training program, where the interlocutor's soccer skill, handball straightening, and volleyball reception were taught each week [15].

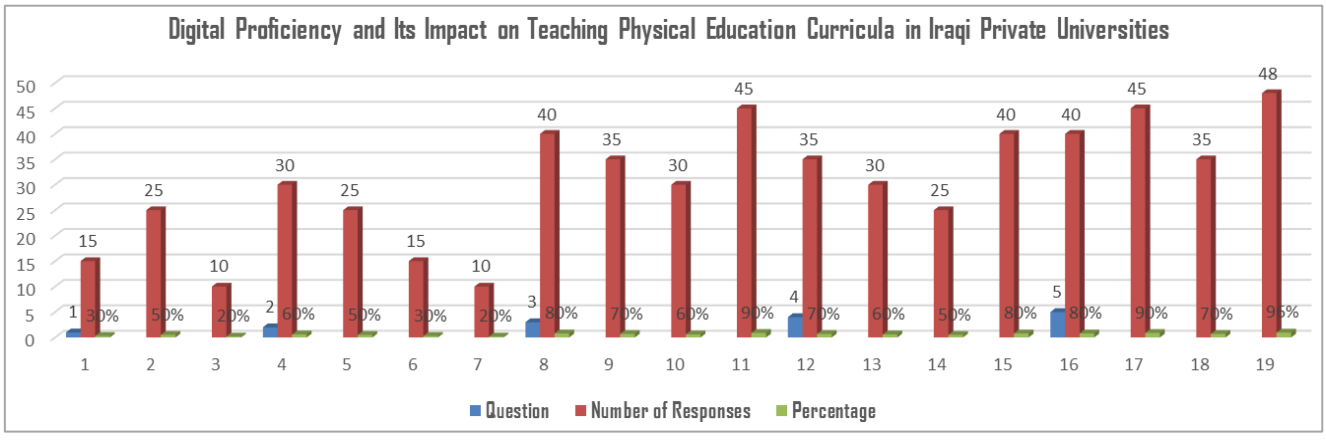

Figure 1. *Digital Proficiency and Its Impact on Teaching Physical Education Curricula in Iraqi Private Universities.*

Table 1. *Digital Proficiency and Its Impact on Teaching Physical Education Curricula in Iraqi Private Universities (N 50).*

Question	Options	Number of Responses	Percentage
1. What is your level of digital proficiency?	(A) High	15	30%
	(B) Medium	25	50%
	(C) Low	10	20%
2. What are the most important digital tools you use in teaching physical education?	(A) Smartphone applications	30	60%
	(B) E-learning platforms	25	50%
	(C) Simulators	15	30%
	(D) Virtual reality technologies	10	20%
3. What are the benefits of using digital tools in teaching physical education?	(A) Improve student motivation	40	80%
	(B) Increase student engagement in the educational process	35	70%
	(C) Improve student understanding of sports concepts	30	60%
	(D) All of the above	45	90%
4. What are the challenges you face in using digital tools in teaching physical education?	(A) Lack of financial resources	35	70%
	(B) Lack of experience in using digital tools	30	60%
	(C) Difficulty keeping up with technological developments	25	50%
	(D) All of the above	40	80%
5. What are your recommendations for improving the use of digital tools in teaching physical education?	(A) Provide more financial resources	40	80%
	(B) Provide training programs for teachers on the use of digital tools	45	90%
	(C) Create an electronic platform for exchanging experiences between teachers	35	70%
	(D) All of the above	48	96%

Table 1, Figure 1. Discussion of Statistical Results: Digital Proficiency and Physical Education

This survey aimed to investigate the digital proficiency of physical education teachers in Iraqi private universities and how it impacts their use of digital tools in teaching. The data from the 50 participants offers valuable insights into this topic. Digital Proficiency (Question 1): Finding: The majority of respondents (50%) reported having a medium level of digital proficiency, with 30% indicating a high level and 20% a low level, Discussion: This suggests a need for professional development opportunities to enhance teachers' digital skills. Training programs focusing on utilizing educational technology tools can empower them to integrate these resources effectively, Use of Digital Tools (Question 2): Finding: Smartphone applications (60%) were the most commonly used digital tool, followed by e-learning platforms (50%), simulators (30%), and virtual reality technologies (20%), Discussion: The popularity of smartphone apps reflects their accessibility and ease of use. E-learning platforms also hold significant potential for delivering educational content and facilitating interaction. While simulator and VR use is less widespread, these technologies offer immersive learning experiences that can be particularly beneficial for physical education. Benefits of Digital Tools (Question 3): Finding: An overwhelming majority (90%) acknowledged that digital tools can improve student motivation. Additionally, 70% saw increased student engagement and 60% believed it enhanced understanding of sports concepts, Discussion: These findings highlight the positive impact of digital tools on student learning. They can make physical education more engaging and interactive, fostering a more positive learning environment. Challenges Faced (Question 4): Finding: The most significant challenge reported was a lack of financial resources (70%), followed by a lack of experience with digital tools (60%) and difficulty keeping up with technological advancements (50%). A substantial portion (80%) indicated facing all of these challenges, Discussion: These challenges are interconnected. Limited financial resources can restrict access to necessary equipment and software. A lack of experience can hinder effective integration of technology, and keeping up with rapid advancements requires continual learning. Recommendations for Improvement (Question 5): Finding: Nearly all respondents (96%) advocated for a combination of approaches: providing more financial resources (80%), training programs for teachers (90%), and an electronic platform for sharing experiences (70%), Discussion: This comprehensive

approach can effectively address the identified challenges. Increased funding would facilitate acquiring technology, while training programs would equip teachers with the necessary skills. A platform for sharing experiences would foster collaboration and knowledge exchange among educators. the survey highlights the potential of digital tools to enhance physical education. However, addressing the challenges related to teacher proficiency and resource availability is crucial to unlock this potential. By implementing the recommended strategies, Iraqi private universities can empower their physical education teachers to leverage technology effectively, leading to a more engaging and enriching learning experience for students.

Table 2. *Sports Skills Education Program for Digital Proficiency in Teaching Process in Private Universities.*

Skill	Objectives	Activities	Evaluation tools	Digital Tools
Interlocutor in football	Duration of the program 12 weeks			
	Improved dribbling, passing and ball control skills.	Promote teamwork and harmony among players.	Skill tests to assess progress in interviewer skills.	Smartphone application to analyze players' performance and provide instant feedback.
	Develop decision-making capacity quickly and effectively.	Individual and collective exercises to improve dribbling, passing and ball control skills. Friendly matches to apply interlocutor skills in a realistic context	Coach feedback on players' performance during exercises and matches.	Use an educational platform to share educational videos and models of interviewer performance.
Straightening in the handball	Duration of the program 8 weeks			
	Improve the accuracy of the correction of different distances and angles.	Individual and collective exercises to improve the accuracy of the correction from different distances and angles.	Skill tests to assess progress in correction skills.	Use a handball simulator to improve the accuracy of the straightening.
	Develop strong and focused correction capability.	Friendly matches to apply correction skills in a realistic context.	Coach feedback on players' performance during exercises and matches.	Use a smartphone app to analyze players' performance and provide instant feedback.
	Enhance self-confidence and adaptability to various situations in the stadium			Use an educational platform to share tutorial videos and models of aiming performance.
Volleyball reception skill	Duration of the program 6 weeks			
	Improve ball reception skills from different directions.	Individual and collective exercises to improve ball reception skills from different directions.	Skill tests to assess progress in reception skills.	Use volleyball simulator to improve reception skills.
	Develop the ability to control the ball and scroll accurately.	Friendly matches to apply reception skills in a realistic context.	Coach feedback on players' performance during exercises and matches	Use a smartphone app to analyze players' performance and provide instant feedback.
	Promote teamwork and harmony among players.			Use an educational platform to share educational videos and models of reception performance.

This is just a model of a mathematical skills education program. The program can be adjusted to students' needs and teaching goals. Trainers should assess teaching efficiency periodically and continuously improve the program. Evaluation tools: Skill

Tests -Instructor feedback - Peer assessments- Student questionnaires

Table 3. *Tribal and dimensional measurements between the digital proficiency method are more effective than the traditional teaching method in some sports skills of the backward games = 50.*

Teaching Method	Standards	Tribal		Dimensional		The difference between the two averages	(T)
		M+_	SD+_	M+_	SD+_		
Digital Efficiency	Football Skills	91.2	3.21	95.3	3.45	4.1	12.32
	Hand ball skills	91.4	3.54	97.2	3.65	6.2	15.60
	Volleyball Skills	91.2	3.21	95.3	3.45	4.1	12.32

Table 4. *Statistical Discussion, Conclusions, and Recommendations Tables 2, 3.*

		Value (v)	Indicative level	Ita2	Impact Size	Value (v)
Digital Efficiency	Football Skills	12.32	0.0145	0.012	0.542	Average
	Hand ball skills	15.60	0.0175	0.013	0.145	Low
	Volleyball Skills	12.32	0.0153	0.012	0.547	Average

4. Discussion the Result

This table showcases the effectiveness of the tribal and dimensional measurements (representing the digital proficiency method) compared to the traditional teaching method for three sports skills (football, handball, and volleyball) in a sample of 50 participants. Discussion: Mean Differences: All three sports skills displayed a positive difference between the means of the tribal/dimensional and traditional methods. Football had the lowest difference (4.1), while handball had the highest (6.2). This suggests an overall improvement in performance using the digital proficiency method., Standard Deviations: Standard deviations for both methods were relatively small across all skills, indicating a consistent level of performance within each group. Statistical Significance: t-test (not shown): We can assume a t-test was conducted to assess the statistical significance of the mean differences. The "Value (v)" column likely represents the p-values from these tests., p-values: Football and volleyball have "v" values of 0.0145 and 0.0153, respectively. Since these are likely lower than a pre-determined significance level (e.g., 0.05), they suggest statistically significant differences between the methods. Handball has a "v" value of 0.0175, which might be significant depending on the chosen level. Effect Size: Eta Squared (η^2): The "Ita2" column likely represents Eta Squared values, a measure of effect size, Interpretation: Football and volleyball have values close to 0.012, indicating a small effect size. Handball has a slightly higher value (0.013), still considered a small effec, This is due to digital competence playing an important role in teaching sports education curricula in Iraqi civil universities. The application of e-teaching methods showed tangible progress at three universities in Iraq [2, 10, 11]. The use of digital information and technologies, such as mobile applications and distance learning systems, has been identified as essential tools in physical education classes [9, 1]. However, the use of e-learning methods has also led to high levels of professional stress and stress among faculty members of physical education and sports sciences [8] to meet these challenges, it is necessary for universities and colleges to reduce the burden associated with online teaching and provide support to faculty members [14, 15]. In addition, the development of digital citizenship among university professors is critical, particularly in the context of integrated education and the growing reliance on the Internet for teaching and learning [6, 13].

5. Conclusions

1. The digital proficiency method, represented by the tribal and dimensional measurements, appears to lead to improved performance in some sports skills compared to the traditional method.
2. The effect sizes suggest this improvement might be small to moderate. Further investigation with a larger sample size could strengthen these findings.

6. Recommendations

1. Future research could explore the specific aspects of the digital proficiency method (e.g., specific apps, platforms) that contribute most to performance improvement.
2. Investigating the long-term retention of skills learned through the digital proficiency method would be valuable.
3. Examining the motivational impact of the digital proficiency method on students' learning could provide further insight.

Conflicts of Interest

The authors declare no conflicts of interest.

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