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AWARENESS OF INFORMATION TECHNOLOGY AND ITS RELATIONSHIP TO THE CREATIVE ABILITY TO MANAGE THE LESSON AMONG PHYSICAL EDUCATION TEACHERS IN SECONDARY SCHOOLS IN THE RAMADI EDUCATION DIRECTORATE

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Abstract
Scholars in the field of educational process and curriculum management have always sought to invest in information technology because of its importance in improving students' academic performance and developing their innovative abilities. Because one of the advantages of information technology is to make the learner feel excited and exciting and enhance his answers immediately, which motivates him to further study and scientific research based on these technologies. Therefore, this study aims to determine the degree of awareness of information technology and the degree of innovation in curriculum management among physical education teachers in secondary schools in the Ramadi Education Office and to know the relationship between the two. A sample of (110) teachers and schools were surveyed using the descriptive approach, the correlation method, with a percentage of (45.4%) of the total population. After the scales were distributed to teachers and school administrators, the results were collected and statistically processed. The researchers concluded that there is a statistically significant positive relationship between IT awareness and creative abilities in management courses. Therefore, the researchers recommend that they focus on providing information to physical education teachers about technology and how to use it to manage and direct physical education lessons in secondary schools. They also provide physical training and educational tools to high schools and invest in technology in teaching and training physical skills, investing time, energy and money to make learning more interesting and effective.

Keywords: IT awareness, creativity, lesson management.

Introduction

Information technology is one of the main components of modern education systems, as it manages the educational process through multimedia applications and communication networks, and it is also an element of entertainment, and works to improve the management of the educational process by providing experience and information in a way that allows teachers and learners to achieve maximum interaction without boredom and encourages communication for long stages. It can improve the management of the educational process

as it is positive paths to excellent learning. It contributes to the teacher and learner gaining a way to conduct and exploit knowledge and installs behaviours of love of exploration and scientific research(Ahmed Anwar Abdul, 1990). "Awareness of information technology is the standard of knowledge, perception understanding and feeling in the field of multimedia technology and the information network, as well as all technologies branching from it to process any form of information, which affects the direction of the behaviour of the teacher and learner towards caring for the educational process circle"(Hussein Hassan Moussa, 2009). "Therefore those interested in the educational process and curriculum management seek to invest in information technology because of its great importance in increasing the effectiveness of curriculum management and developing teachers' innovative capabilities in directing and managing curricula, as one of the advantages of information technology and its impact on learning is that the element of excitement and suspense for the reader and the immediate reinforcement of his answers push him to further study and scientific research based on these technologies"(Ahmed Ibrahim Kandil, 2006). "Hence, we find teachers interested in managing their school curricula by directing students to solve research problems developing their scientific capabilities through scientific thinking and using various forms of (information technology) to facilitate scientific tasks and achieve global literacy and solid scientific ability"(Ali et al., 2022). "Communication via the Internet (information network) and other modern technologies, in addition to new and valuable information, has greatly facilitated obtaining the required information from the farthest places at the fastest speed and with high efficiency to achieve the desired goal which is effective management"(Ali & Hammadi, 2022). of the educational process in turn, as those interested in managing educational processes and scientific research, we seek to study the relationship between awareness of information technology and teachers' creative abilities to manage curricula according to technological requirements and the creativity they practice in their teaching.

1-2 Research problem:

Field research on curriculum management and the preparation of physical education workers in physical education institutions is an important issue and a necessary means to identify the most important phenomena in the management of educational processes, as teachers have succeeded in providing rich and influential curriculum management and directing them with appropriate conditions, as experience is one of the most important factors and foundations for the success of the educational process. Identifying these foundations and factors can be interpreted and analysed so that the heads of these institutions can understand the strengths and weaknesses of the work and thus support and develop the strengths with finding appropriate solutions to compensate for the weaknesses so that they can be overcome and put them into strength to walk on the right path. Therefore, the researcher attempted to measure the current awareness of physical education teachers in secondary schools about the association of information technology as an important factor in teachers' capacities, as well as the degree of ability to innovate in classroom management and then find the relationship between them. Since these two phenomena are important for the management of the educational process, its progress, diagnosis, enhancement and treatment of weaknesses.

1-3 Research objectives:

• Identify the degree of awareness of information technology and the degree of creative ability to manage the lesson among physical education teachers in secondary schools, Ramadi Education Directorate.

• Identify the relationship between awareness of information technology and creative ability to manage the lesson among physical education teachers in secondary schools, Ramadi Education Directorate.

2-1 Methodology:

The descriptive approach was used to study correlational relationships as it is most appropriate to the nature and objectives of the research (Ali, 2022).

2-2 Community and research sample:

The research community was defined as physical education teachers in secondary schools in Ramadi, numbering (118) teachers, and (110) male and female teachers were randomly selected to represent the research sample. The sample was randomly divided into a questionnaire preparation sample, numbering 60 teachers, and an application sample, numbering 50 teachers. Thus, the percentage of the application sample of the total of the community is (45.4%).

2-3 2-3 Methods and tools used in research:

1-Internet-Information technology awareness scale-Creative ability scale for managing and producing the lesson- Assistant work team (Adham Ali et al., 2022)

2-4 Scales used:

2-4-1 Information Technology Awareness Scale:

"This scale is designed to know the degree of awareness of information technology, and it contains 74 phrases that can be answered in the five-year range and the following statements (strongly agree - agree - neutral or hesitant - disagree - strongly disagree) and are given degrees (5-4-3-2-1) respectively" (Ahmed Ibrahim Kandil, 2006) .

2-4-2 Questionnaire for creative ability in lesson management.

The researcher worked on designing a questionnaire form to measure the creative ability of the teacher in managing and directing the physical education lesson. Based on the concepts and literature in the field of management, teaching methods and performance adequacy in directing the physical education lesson. The questionnaire included 3 axes and 20 phrases. The scientific foundations of the questionnaire were conducted to be scientifically standardized and according to the following procedures:

2-4-2-1 Validity of the questionnaire content:

The researcher distributed the questionnaire to (15) experts and specialists in management, teaching methods, tests and measurement, where they expressed their observations on the

validity of the phrases, modifying or deleting them or adding others, and their results were processed according to the law (Ka2) Table (1).

Table (1) shows the percentage of agreement of the experts on the validity of the axes and phrases of the questionnaire

	Axes and phrases	Number of experts		Ka2 value	sig	Significance
		Not fit	Fit			
Teaching basics and phrases axis:		1	14	11,26	0,001	spiritual
1	Possesses personal competence in teaching	2	13	8,06	0,005	spiritual
2	Has the ability to control the course of the lesson	3	12	5,4	0,020	spiritual
3	Possesses enthusiasm for teaching and education	2	13	8,06	0,005	spiritual
4	Has the ability to manage and organize the class	2	13	8,06	0,005	spiritual
5	Has the ability to prepare the study material well	2	13	8,06	0,005	spiritual
6	Creativity and modern technology are relied upon during the lesson.	3	12	5,4	0,020	spiritual
Teaching tasks and phrases axis:		1	14	11,26	0,001	spiritual
1	Has the ability to clarify the explanation and the integrity of the presentation	2	13	8,06	0,005	spiritual
2	Has the ability and efficiency in using the lesson time	0	15	15	0,000	spiritual
3	Making the educational tasks compatible with the students' abilities	2	13	8,06	0.005	spiritual
4	Has the ability to design educational tasks for the students' success	0	15	15	0,000	spiritual
5	Has the ability to interact with the students	2	13	8,06	0,005	spiritual
6	Has the ability to arouse the students' motivation	0	14	11,26	0,001	spiritual
7	Has the ability to link education to the students' real lives	0	15	15	0,000	spiritual
Student achievement axis and its expressions:		1	14	11,26	0,001	spiritual
1	Has the ability to meet students' needs	1	14	11,26	0,001	spiritual
2	Has the ability to continuously monitor students' progress	3	12	5,4	0,020	spiritual

3	Works to emphasize the principle of responsibility and accountability	0	15	15	0,000	spiritual
4	Develops the skill domain of students	2	13	8,06	0,005	spiritual
5	Develops the physical fitness domain of students	1	14	11,26	0,001	spiritual
6	Develops the cognitive domain of students	0	15	15	0,000	spiritual
7	Develops the emotional domain of students	1	14	11,26	0,001	spiritual

2-4-2-2 Discrimination ability:

"Extracting the discriminative power of statements is one of the important steps in the light of which their ability to distinguish between individuals who score high and those who score low on the scale questionnaire is identified" (Adham Ali et al., 2022)

Table (2) shows the discriminating power of the statements of the questionnaire of creative ability in lesson management

Phrases	Group	Arithmetic mean	Standard deviation	Calculated t-value	Significance of differences
1	The lower	1.7647	0.43724	10.924	spiritual
	higher	3.7059	0.58787		
2	The lower	1.2353	0.43724	11.586	spiritual
	higher	3.2941	0.58787		
3	The lower	1.0000	0.00000	13.876	spiritual
	higher	3.2353	0.66421		
4	The lower	2.1765	0.52859	13.152	spiritual
	higher	4.5294	0.51450		
5	The lower	2.3529	0.70189	10.312	spiritual
	higher	4.5294	0.51450		
6	The lower	2.7647	0.56230	13.370	spiritual
	higher	4.8824	0.33211		
7	The lower	1.3529	0.49259	13.431	spiritual
	higher	3.8824	0.60025		
8	The lower	1.8824	0.33211	11.177	spiritual
	higher	4.0000	0.70711		
9	The lower	1.2353	0.43724	11.680	spiritual
	higher	3.3529	0.60634		
10	The lower	2.6471	0.60634	10.556	spiritual
	The lower	4.6471	0.49259		
11	higher	1.0000	0.00000	18.978	spiritual
	The lower	3.7059	0.58787		
12	higher	2.8824	0.69663	9.436	spiritual
	higher	4.7647	0.43724		
13	lower	1.3529	0.49259	19.18	spiritual
	higher	4.1176	0.33211		
14	lower	1.2353	0.43724	13.904	spiritual

	higher	3.7059	0.58787		
15	lower	1.8824	0.33211	21.821	spiritual
	higher	4.0588	0.24254		
16	lower	2.7647	0.56230	16.391	spiritual
	higher	5.0000	0.00000		
17	lower	2.6471	0.70189	10.559	spiritual
	higher	4.7647	0.43724		
18	lower	1.5882	0.50730	11.669	spiritual
	higher	3.9412	0.65865		
19	lower	1.7059	0.46967	16.634	spiritual
	higher	4.1765	0.39295		
20	higher	1.9412	0.24254	18.353	spiritual
	lower	4.2941	0.46967		

2-4-2-3-Internal consistency coefficient of the phrases of the questionnaire of creative ability in lesson management:

Table (3) shows the internal consistency of the sentences with the total score of the questionnaire

Statement No.	Correlation Coefficient	sig	Correlation Significance	Statement No.	Correlation Coefficient	sig	Correlation Significance
1	0,892	0,000	spiritual	11	0,846	0,000	spiritual
2	0,931	0,000	spiritual	12	0,844	0,000	spiritual
3	0,667	0,000	spiritual	13	0,498	0,000	spiritual
4	0,882	0,000	spiritual	14	0,676	0,000	spiritual
5	0,295	0,018	spiritual	15	0,847	0,000	spiritual
6	0,777	0,000	spiritual	16	0,880	0,000	spiritual
7	0,70	0,000	spiritual	17	0,793	0,000	spiritual
8	0,513	0,000	spiritual	18	0,837	0,000	spiritual
9	0,855	0,000	spiritual	19	0,694	0,000	spiritual
10	0,637	0,000	spiritual	20	0,756	0,000	spiritual
Significant at significance level ≤(0.05)							

2-4-2-4-Questionnaire stability

Table (4) shows half of the sentences in the Creative Ability in Lesson Management quiz

Creative ability in lesson management	Simple correlation coefficient	Siberman correlation equation	Significance
	0,735	0,857	Significant
Since the correlation values and the Siberman equation are greater than 0.60, this means that the questionnaire statements are stable.			

2-4-2-5 The questionnaire in its final form:

The questionnaire consisted of three dimensions and 20 statements, and responses were presented on a five-point scale, using the following statements (strongly agree, agree, neutral or hesitant, disagree, strongly disagree) and ratings (5, 4, 3, 2, 1) respectively. The highest test score is 100, the lowest test score is 20, and the default average is (60) points. The more the teacher's grade exceeds the predetermined average, the more creative the ability to manage the lesson, and vice versa.

2-5 The exploratory experiment:

The exploratory experiment for this scale was conducted on September 1, 2019, and 8 teachers were randomly selected as samples. The purpose of the experiment was to ensure the clarity of the scale and questionnaire instructions and the accuracy of the statements. To be clear and free of errors, and to identify obstacles and negative effects that may arise during the test. And to ensure the efficiency and tasks of the support team. (Othman Jassim N. H. & Ameer Jaber Mushref, 2023).

2-6 Main experiment:

The main experiment was conducted on an applied research sample on 50 teachers from 9 to 12 April 2019, and questionnaires measuring awareness of information technology and questionnaires of creative ability in classroom management were distributed to the samples. With the need to emphasize the laboratory by answering one alternative by marking (√). After the laboratory's answer, the questionnaire is collected and reviewed, then the researcher collected the scores of each individual in the sample to extract the total scores of each individual in the sample for all statements and by collecting the scores of the alternatives the score of each individual in the sample was extracted. Each item ultimately represents the overall score of the scale and questionnaire so that it can be statistically processed using... Appropriate statistical methods.

2-7 Statistical Analysis

All statistical analyses were conducted using SPSS (version 29; IBM Inc., Chicago, IL, USA) (Awad et al., 2024).

3-1 Presentation, analysis and discussion of the results:

3-1-1 Presentation, analysis and discussion of the results of awareness of information technology and the creative ability to manage the lesson.

Table (5) shows the statistical parameters of the scale of awareness of information technology

Statistical methods	Information Technology Awareness Scale	Creative ability in lesson management
Arithmetic mean	232,74	67,28
Hypothetical mean	222	60
Standard deviation	25,7	11,9

Skew	2,3-	0,18-
Highest value on the scale	370	100
Highest value achieved by the sample	253	88
Lowest value on the scale	74	20
Lowest value achieved by the sample	134	44
T-value for a single sample	21,7	16,4
Error level	0,000	0,000
Significance level	0,05	0,05
Significance of differences	spiritual	spiritual

Table (5) shows that the study sample of secondary school teachers in Ramadi have a certain degree of awareness of information technology and a certain degree of creative ability in Managing a physical education lesson in secondary schools. The researchers attribute this to Technology is an integral part of the lives of individuals, especially teachers, and the presence of the Internet on mobile devices and anywhere has helped teachers develop their scientific expertise in the field of technology so that no information can be hidden from them. This can benefit the course and increase students' engagement and problem-solving skills." (Ali Mohamed Abdel Majeed, 1996). "A teacher who is distinguished by his ICT skills will enhance his scientific and administrative level and contribute positively and effectively to the educational institution and society(Hummadi et al., 2024). Awareness of information technology among teachers plays a major and important role in the educational process. It can add vitality and a new technical dimension to the lesson, moving it away from the traditional method, as it helps teachers and students solve their problems of all kinds and helps them reach and achieve their goals and acquire educational skills and transfer experiences to them" (Ali Mohamed Abdel Majeed, 1996).

3.1.2 Present the results of the correlation between knowledge of information technologies and the creative capacity to manage, analyze and discuss the lesson.

Table (6) shows the correlation between knowledge of information technology and creative ability to manage the lesson

Scales	Correlation coefficient	sig	Direction of relationship	Significance of correlation
IT Awareness Scale	0,74	0,000	Directional	Moral
Creative Ability in Lesson Management				

Table No. (6) showed the existence of a positive, statistically significant correlation between knowledge of information technologies and the creative ability to manage and lead physical education classes in secondary schools. The researcher attributes this to the fact that "the teacher's possession of technological information and the use of its application techniques gave the teacher a high opportunity and ability to manage and produce the lesson in a sophisticated manner and in line with modern technological development. Because one of the advantages of information technology is the provision of an element of excitement and

suspense for the learner during the lesson, which motivates him to learn more and conduct scientific research according to these technologies" (Salah al-Din Arafa, 2002). As "modern information and communication technologies constitute a diverse group of sources and technical tools that are used in transferring, innovating, publishing, storing and managing information within the lesson, and helped the teacher in producing and managing his lesson in a creative manner, through digital information and communication technology tools and their application, which gave the educational process an effective role" (Ghassan Youssef Qutait and Samir Abd Salem, 2009). As "the Arab Organization for Training confirms that information technology has an effective role in achieving the goals related to solving the problems of educational curricula"(Arab Organization for Training, Culture and Science, 1997). Technological innovations also have their educational and educational value in raising scientific and educational efficiency, as they are considered "a more useful and effective educational system, as its focus is the learner through his interaction and effective participation between an educational program controlled by computer technologies, and finding formulas "Interaction between the learner and the computer" (Wafiqa Mustafa Hassan Abu Salem, 2007).

4-1 Conclusions:

• Physical education teachers are characterized by a degree of awareness of information technology.

• Physical education and sports science teachers have a degree of creative capacity in the management and direction of the lesson.

• Teachers' possession of a degree of awareness of information technology has a direct moral relationship with their distinction in the creative ability in managing and directing the lesson in an effective and influential manner.

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Appendix 1 Information Technology Awareness Scale

no	Phrases	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I think computers are essential for exchanging information					
2	I think telephone lines are used for conversations between two people only					
3	Radio waves can transmit information from one place to another					
4	I think optical fibers are a means of transmitting information from one computer to another					
5	A printer connected to a computer can enter data into it					
6	I think that the keyboard is a tool for entering data into the computer					
7	I don't see any benefit for a modem connected to the computer					
8	It is difficult to transfer information via satellite					
9	Data and information can be stored on video discs (laser discs)					
10	The computer's temporary memory can be modified in its contents					
11	I think that the Windows program is the computer's operating system					
12	The computer can produce moving images or shapes					
13	It is difficult to record sound for CD-ROM discs					
14	The resulting images and information can be enlarged on the computer screen					
15	I think that the optical scanner is a device for outputting information from the computer					
16	I think that the mouse is a tool for entering commands into the computer					
17	I think that computers do not help in exchanging information					
18	Data can be transferred from one computer to another via telephone lines					
19	I think that radio waves only transmit radio programs					
20	I don't see any benefit for what is called optical threads					
21	I think that the printer connected to the computer is a tool To output information					
22	I think that the keyboard is a tool for outputting information from the computer					
23	I think that the modem is a device for converting computer information into waves and vice versa					
24	Satellites can direct the transfer of information from one place to another					
25	I think that the mouse draws images on the computer screen					
26	It is difficult to store information and data on video discs (laser)					
27	I think that the computer screen outputs information from its memory					
28	We cannot add or modify the computer's temporary memory					
29	I think that the Internet does not help in exchanging and transferring information					

30	Sound can be recorded on CD-ROM discs					
31	It is impossible for the computer to produce moving images or shapes					
32	It is difficult to enlarge the images or information produced on the computer screen					
33	I think that the computer screen is what draws the letters and images that we see					
34	I think that the optical scanner is a device for entering images and data into the computer					
35	The Windows program cannot perform functions on the computer					
36	I think that the Internet networks are the fastest and most powerful means of exchanging information					
37	CDs can Magnetic storage to store data and information outside the computer memory. We should know the meaning of multimedia					
38	I do not imagine that magnetic discs save information outside the computer's memory					
39	I do not see the need to know any information about multimedia					
40	I prefer to use any device for one purpose so that it does not get damaged					
41	I enjoy knowing information about satellites					
42	I enjoy entering commands into the computer with the mouse					
43	Learning computer programming is not worth the money spent on it					
44	I am very happy to see pictures and animations on the computer screen					
45	I prefer sending mail to my friends electronically					
46	I always wonder about ways to transfer information from one country to another					
47	I do not try to learn anything about the Windows program					
48	Working with the computer is a waste of time					
49	I want to know everything about radio waves and television					
50	I do not enjoy using the keyboard connected to the computer					
51	I am a fan of laser information storage discs					
52	I enjoy electronic games					
53	I am not concerned about how the computer produces musical sound					
54	I support the exchange of information over the Internet					
55	I like to know how cartoons are produced by the computer					
56	I feel pleasure in looking at the computer screen					
57	I don't want to know anything about CDs					
58	I'm not interested in knowing how information is transferred around the world					
59	I stick to sending my messages by regular mail because it's safe					
60	I try to keep up with the latest in Windows					
61	I enjoy listening to music from the computer					

62	I get annoyed when watching pictures and animations from the computer screen					
63	I'm not interested in electronic games					
64	I refuse to use laser discs					
65	Exchanging information over the Internet reveals its confidentiality					
66	I like to work as a computer programmer					
67	I don't like using the mouse with the computer					
68	I enjoy using the keyboard connected to the computer					
69	I'm not interested in knowing anything about satellites					
70	It's not useful for me to know anything about radio waves and television					
71	I support using television to exchange information					
72	I'm not interested in knowing how cartoons work					
73	I like to know anything new about CDs					
74	I think that the keyboard is a tool for entering data into the computer					