

Multiple Intelligences and it's Relation to Sports Guiders and Teachers Perception of Concepts of Effective Teaching in the Light of Attentions Theory

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Abstract: The research aims to identify the multiple intelligences, their relationship to realize formers and physical education teachers to concepts of effective teaching in light of the theory of interests, and the researcher used the descriptive method on a sample number (100) directed and teacher in the field of physical education, and data collection tools used test of multiple intelligences and test concepts of effective teaching, and was the most important results that there is a positive relationship statistically significant between multiple intelligences and understanding supervisors and teachers of Physical Education of the concepts of effective teaching, there is no statistically significant differences in perception concepts of effective teaching special stage basics teaching attributed to the factor function between mentors and teachers, no statistically significant differences between mentors and teachers in understanding the concepts of effective teaching phase functions of teaching and students' achievement in favor of mentors.

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1. Introduction

The increasing importance of human brain and its abilities and the means of developing it, lead to features of an educational system suitable to the 3rd millennium. A system aiming at widen the individual brains and care for them and developing their mental, psychological and physical abilities to be in the best level.

Efforts are directed to the developing of educational methodology and planning to study the mechanism of learning.

Certain psychological theories gave much importance to study the differences among pupils and their causes. Such theories are that of learning and that of multiple intelligence, Gaber, (2003) add quoting according to Gardner an imagination of multiple intelligences are seven at least of relative independent, those seven are (linguistic, , athletic logical, optical spatial, musical, locomotors corporeal, environmental social and personal. Added later the natural and the spiritual intelligence, to perform any mission is a matter of reaction among several intelligences. The same theory as having invented charges in methods of education, (Afaf Owais, 2008)

Whatever the difference of their levels of intelligences, And the studies of psychology and education proved that activating such intelligence can keep one in educational process and increase his motives to learn and study.

Effective teaching as one of the fields of teaching studies, It's chief interest is how to achieve the most successful methods to make teaching

fruitful. Such methods are the common factor among all individual involved in education. Some teachers refused and resisted the theories and applications of effective teaching.

In spite of all the efforts it's to raise the level of performance of teachers, yet such efforts are still poor in motivating those teachers. This study is concerned in defining the concepts of effective teaching and the level of consciousness among the sample studied, there are three, essentials of teaching, functions of teaching and the student's previous background according to the attention theory.

Gardner (2005) refers to the importance of the activities of multiple intelligence in the field of teaches to increase the level of students and their relations with individual education, in addition to increasing their motivations to study and learn.

The research aims:

The research aims at acquaint the multiple intelligence and the relation to consciousness of sports teachers in the field of effective teaches.

Questions of the research:

1. The relation between multiple intelligence and the consciousness of sports teachers
2. Are there differences of indications in the consciousness of concepts of effective teaching?
3. Are there differences between the directors (guiders) and teachers in consciousness of concepts of effective teaching?
4. Are there differences between directors (guiders) and teachers in consciousness of concepts of effective teach of students.

Terminology:**Multiple intelligence**

A group of different intelligence in the individual, which make one's gift in a certain field

Effective teaching:

The sort of teaching which raised the level of student to the most possible

Attention theory:

Based on three periods, principles of teaching, functions of teaching, the pupil's ability is understood.

Preceding studies:

Hauthern, 1996, a study on a sample of sports teachers who were demanded to distribute 100 (m) to element related to the effect of teaching.

The study shows that the elements related to teachers as personal effect of great importance in raising the effectiveness of teaching. Compared to the elements related to students.

Panker (1995) A study aiming at getting to know the point of view of sports teachers to activate the effective teaching

Results of the study showed that most of the sample consider effective teaching as successive teaching practices inside class-rooms and stadium, and consider the elements of management, discipline and controlling students and ability to use the lesson time as the more important in effective teaching.

They considered the ability of getting taught among students an indication of effective teaching. Beside other elements as explaining the educational functions and foreseeing the results and defining the educational targets

Individual abilities of teacher came the last in this study

Ganser (1996) A study aiming as getting to know the concepts of effective teaching in a sample of training students of sports.

The study indicated that the sample saw that 33% of lesson's success is based on direction and teaching. The strategies of effective teaching prevent the appearance of misbehavior in class, and make the teacher to control the teaching situation, and allow students to be involved in educational functions beside good explaining and good feeding and arousing motivation. The willingness of being teacher is a basis to judge the effective teaching.

The lesson productivity comes the second by 30%, then planning by 9%.

Branton (2006) aiming at getting to know three essential fields, building intelligence measurement of teacher and students, employing the experimental methodology on a sample of 125 teacher, 3000 students in primary and secondary schools.

Results indicated that such measurement is useful for teachers to know their personality and the

point of weakness and strength, for the students to participate in thought and discussion, and an active effect on teachers in teaching style as to be suitable for methodology.

Esmat (2006) aiming at recognizing the effectiveness of some activities of multiple intelligence theories to discover the gifted in sports in the 6th year primary school.

The research used this methodology on a sample of 126 students of 6th year primary school in Assiut.

The most important result is the ability of using the suggested activities to classify the gifted children.

2. Methodology:

The descriptive methodology is used here as it's suitable to the nature of the study.

Society and sample.

The directors (guider) and teachers of sports in Zagazig, Menia Elkamh, Belbis, Abu Hammad, Hehia, Diarab Negm, Ibrahemia, Abu Kebir, Faccus.

Sample was selected in random, it consists of 120, 50 sports directors, 70 sports teachers. 20 were set aside, 10 directors, 10 teachers to perform the processes employed. So, the principle sample consists of 100, 40 directors, 60 teachers.

In his gathering data, the researcher depended on:

- **Personal meeting:** experts of methodology and mathematical psychology were met to adjust the activities of multiple intelligence and effective teaching.
- **Questionnaire:** The researcher used two forms of the questionnaire (prepared by the researcher), Form First axes and phrases included private activities of multiple intelligences, and the second form included axes and private statements to the concepts of effective teaching

Steps of Questionnaire:

Thought studying the previous papers related, and the foreign references, and with special concern of the theme of research, two plans were prepared, one for the activities of multiple intelligence, other for the concept of effective teaching.

1- Definitions of measuring the activities of multiple intelligence.

The schedule (2) shows that the percentage of the experts point of view, indicated to the accepting of axels in percentage of 100%.

2- Definition of titles of activities:

- a- linguistic intelligence (20 statement)
- b- Place intelligence (12 statement)
- c- Personal intelligence (9 statement)
- d- Social intelligence (6 statement)
- e- locomotors intelligence (13 statement)

From 25/9 to 29/9/2011 the researcher submitted the survey phrases to 10 experts (suffix1) to determinate the proportional importance to every statement in every axel.

The table (3) clears the proportional importance to the expert's agreement in appointing of the phrases under all the axels in the survey.

The research chooses the phrases which achieved 70% acceptance.

The table (3) shows that the expert's views indicated to the acceptance of all the suggested phrases. The percentage of agreeing between (70%: 100%), upon that the survey form included (60) phrase, distributed on five axels.

3-appointing the survey axels which relate to the concepts of effective teaching:

In the light of referential scanning for the Arabic and foreign references, and upon the personal meetings with experts, I appointed three axels for the concepts of effective teaching. I submitted these axels to (10) experts (suffix 1) for appointing the proportional importance for these axels. The researcher accepts the 80% as minimum for appointing the accepted axels, as it's showed in (Table 4).

Table (1) classification members of the basic and exploratory research sample

Instructive administration	N	Primary schools	The all sample		Total	Survivable sample		Total	Basic
			Guider	Teacher		Guider	Teacher		
Zagazig	1	Abo Hosian Hamlet	8	12	20	2	2	4	16
	2	Bobast school							
	3	Al-Naseriya school							
	4	Abdolwahhap Algahori school							
Minia Al-qamh	1	El-Shirbini school	6	10	16	1	1	2	14
	2	Al-Alfi school							
	3	Al-Sadat school							
Bilbeis	1	Anshas Al-raml	6	8	14	1	1	2	12
	2	Sami fathi							
	3	Galal Al-abodi							
Abo Hammad	1	Abd-alrahman Hosian	6	8	14	1	1	2	12
	2	Alsowaa							
	3	O'laim							
Hehia	1	Al-haditha	4	6	10	1	1	2	8
	2	Al-Iman							
Diarb Negm	1	Al-Mina Safoor	4	6	10	1	1	2	8
	2	Ali A'of							
Al-Ebrahimiya	1	Baligh	6	6	12	1	1	2	10
	2	Al-tagribiya							
Abo Kabeer	1	Hamad Moses	4	6	10	1	1	2	8
	2	Abo Maliha							
Facoos	1	Al-nassr	6	8	14	1	1	2	12
	2	Al-Sadat							
	3	Al-Gadida							
The total of the sample			50	70	120	10	10	20	100

Sources of data:

Table (2) The percentage according to the views of the experts in the axels of the survey in the activities of multiple intelligence

N	The Axe	The Percentage
1	The linguistic intelligence	100 %
2	The spatial intelligence	100 %
3	The personal intelligence	100 %
4	The social intelligence	100 %
5	locomotors intelligence	100 %

Table (3) the proportional importance for experts agreeing in appointing of the survey phrases

N	Phrases	Acceptor number	The proportion importance
The phrases of the first axel: linguistic intelligence			
1	Reading of; books, magazines, daily and old newspapers and posters.	10	100 %
2	The attention of advertisements tables, words and phrases which is written, and that which is written upon the commercial boxes, cans, and the medicaments.	8	80 %
3	Expression yourself in simple and easy way in culture, social, political subjects, either writing or verbal.	9	90 %
4	Answering the crossword, linguistic puzzles and passwords.	8	80 %
5	Frequently implying ,in your talking with others, to subjects, stories, you have read or heard.	10	100 %
6	Observing and helping others in explanation of words, phrases which you use in talking or writing.	10	100 %
7	Showing and discussion problems, issues, multifarious challenges, and you can explain and submit scientific answers.	10	100 %
8	Following broadcasts, aerospace channels, local and world newspapers, for achieving information in multifarious fields.	8	80 %
9	Using several phrases, quotations, and quothing it in the conversations.	8	80 %
10	Possessing of special library, included; books, references, several periodic magazines for ongoing reading.	10	100 %
11	Continual reading for the best score and high degrees in; Arabic, history, more than scientific and math.	10	100 %
12	Keeping , continuously, newspaper or magazine.		
13	Exchanging point of views and, debating, dialogue, presenting the view, and accepting the others point of views.	8	80 %
14	Quothing; uncommon stories, facetiae, and jokes.	7	70 %
15	Continuously, submitting comments on newspapers, books and magazines	10	100 %
16	Using interesting and exciting prefaces during lessons, lectures or public and private debating, and during meetings, symposium and conferences.	8	80 %
17	Writing of articles and notes in accuracies and arranging it.	10	100 %
18	Writing of stories, poems, novels, historical, imaginary and realistic stories.	10	100 %
19	Ideal using to processing word program, and making research through internet.	8	80 %
20	Contacting with libraries, books exhibitions, symposium, lectures, conferences and meetings.	10	100 %
The phrases of the second axel: spatial intelligence:			
1	Recording the actions, visiting, journeys by cameras or videos and archiving albums multifarious pictures.	7	70 %
2	Practicing visible puzzles, and illusion and crossword.	8	80 %
3	Rearrangement and gathering small parties for constructing a whole form.	10	100 %
4	Attending and following lectures of art, painting and engineering.	10	100 %
5	Reading references, illustrated newspapers and different types of atlases.	8	80 %
6	Imagining pictures patterns and forms after studying it and expression in easy way.	7	70 %
7	Using different types of colors for showing painting, forms, main titles and subtitles.	7	70 %
8	Visiting places and locations in easiness, specially that which I didn't visit it before.	10	100 %
9	Drawing forms and graffiti randomly during the thinking in some subjects.	10	100 %
10	Appreciation and noticing every good thing, as sky. Sun, especially in the sun sunset and rising.	8	80 %
11	Describing the actions, persons and places ,either writing or verbal.	10	100 %
12	Knowing places, locations and new areas.	10	100 %
The phrases of the third axel: personal intelligence:			
1	Staying alone away from people for meditation in the life	7	70 %
2	The meeting and symposium which help me for knowing my character.	7	70 %
3	Getting away from crowded for checking my views, suggestions, and concerning issues.	8	80 %
4	Appointing the general and private goals for my daily life, that which I intend to achieve it.	8	80 %
5	Practicing some interesting and special hobbies.	8	80 %

N	Phrases	Acceptor number	The proportion importance
6	Going away in quite place in holydays and weekend.	10	100 %
7	Thinking independency, and supporting the willpower continuously.	10	100 %
8	Writing daily notes, and keeping it away from others.	8	80 %
9	Independence work in all my life's ranges, and non depending upon others.	7	70 %
The phrases of forth axel: social intelligence:			
1	Co-operated and collective work and social interacting.	10	100 %
2	Accepting the others advices for reaching the possible solutions for problems and the issues which I face in my life.	8	80 %
3	Association in activities, collective games and camps , more than in individuals activities.	10	100 %
4	Challenging with friends in some works and games which I perfect it.	10	100 %
5	Visits, studies and collective journeys more than individual visits and journeys.	10	100 %
6	Sharing views and work papers in symposium, conferences and social service projects.	8	80 %
The phrases of the fifth axel: locomotors intelligence:			
1	Watching, systematically, aerospace channels, matches, Olympic track and field, and different sports matches.	10	100 %
2	Using agricultural machines for assortment the house garden, fixing electrical devices and decoration.	8	80 %
3	Fast learning by practicing, more than by reading catalogues.	10	100 %
4	Weekly regular participation in athletic clubs, swimming pools and gymnasium.	10	100 %
5	The others imitation in their behaviors and movements, and talking, debating, continuously, with others.	8	80 %
6	Body work, such as computer, architecture, decoration engineering and the athletic instructor.	7	70 %
7	Non repeating a same work in a same place, or a sitting or a standing in one place for long time.	10	100 %
8	Walking or running and practicing trainings for achieving the fitness.	7	70 %
9	Using body language in talking for more exciting and persuading.	8	80 %
10	Watching the movies of: actions, wars, chasing criminals, resisting disasters	8	80 %
11	Using the weekends, official breaks in practicing athletic games, for example; tennis, basketball, rowing, golf, swimming, clamping.	10	100 %
12	Keeping on physical symmetrising, flexibility and the fitness.	10	100 %
13	Keeping things in order, and writing notes and lectures in proper way.	10	100 %

Table (4) the percentage according to expert's views in the axels of survey of effective teaching

N	The axle	Percentage
1	The teaching basics.	100%
2	The teaching assignments.	100%
3	Student's achievement.	100%

The table (4) shows that the experts accepted the axels in 100%

Table (5) proportional importance for experts agreeing on appointing the phrases of survey

N	Phrases	Agreeing	Proportional importance
The phrases of the first axel: 4-teaching			
1	The personal effective in teaching	10	100%
2	Controlling teaching	8	80%
3	Teacher enthusiastic	9	90%
4	Class management	8	80%
5	Good preparing in subjects	10	100%
The phrases of the second axel: teaching's assignments.			
1	clear explanation and the innocuousness in displaying	7	70%
2	The efficiency in lesson's time management	8	80%
3	The appropriateness in assignments	10	100%
4	The appropriateness in Assignments designing	10	100%
5	Teacher's interacting with students.	8	80%
6	catalyzing student's motivations	7	70%
7	The catalyzing between teaching and student's life	7	70%

The phrases of third axel: student's achieving			
1	Fulfilling of student's needs	7	70%
2	Observing ,continuously, student's progress	7	70%
3	Ensuring the principle of responsibility	8	80%
4	development of student's skills	5	50%
5	Development student's physical	8	80%
6	Development student's knowledge	10	100%
7	Development student's emotions	10	100%

Depending of table (5) experts views indicate to the acceptance to all the suggested phrases, in (70%: 100%)

Exploratory study: It was performed at 9/10 to 13/10/2011, on sample was formed from (20) guiders and teachers either in the research society or abroad the basic sample, but it represented all the classes, for knowing the obstructions which may be face the researcher.

Scientific treatment: First: survey of the multiple intelligence activities to the guiders and teachers of physical education.

Validity: The researcher account the validity upon the sample (20) from the guiders and teachers; through measuring the validity of internal compatibility, and that by accounting the value of correlation coefficient to every phrase.

Table (6) shows that coefficient between all the phrases and the axels' total degree has a statistic function at level 0.05, and that infer to creditably of survey.

Consistency:

Table (6): Creditably of internal consistency for the survey of the multiple intelligence activities, n=20

N	Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient
The first axel: linguistic intelligence:									
1	0.561*	5	0.609*	9	0.533*	13	0.491*	17	0.563*
2	0.610*	6	0.512*	10	0.519*	14	0.514*	18	0.477*
3	0.547*	7	0.496*	11	0.573*	15	0.557*	19	0.509*
4	0.514*	8	0.524*	12	0.478*	16	0.601*	20	0.537*
The second axel: spatial intelligence:									
1	0.622*	4	0.660*	7	0.492*	10	0.577*		
2	0.574*	5	0.587*	8	0.506*	11	0.601*		
3	0.499*	6	0.569*	9	0.513*	12	0.496*		
The third axel: personal intelligence:									
1	0.679*	3	0.514*	5	0.618*	7	0.566*	9	0.496*
2	0.540*	4	0.487*	6	0.603*	8	0.547*		
The forth axel: the social intelligence:									
1	0.633*	3	0.522*	5	0.569*				
2	0.645*	4	0.591*	6	0.511*				
The fifth axel: the locomotors intelligence:									
1	0.475*	4	0.630*	7	0.643*	10	0.560*	13	0.607*
2	0.604*	5	0.521*	8	0.669*	11	0.467*		
3	0.662*	6	0.571*	9	0.540*	12	0.459*		

Value "r" at level 0.05=0.444

indicative level

Table (7) the consistency coefficient was measured by Alfa coefficient kronbach

N	The axel	Constancy coefficient
1	The linguistic intelligence	0.631*
2	The spatial intelligence	0.652*
3	The personal intelligence	0.649*
4	The social intelligence	0.701*
5	locomotors intelligence	0.682*

Indicative level; value "r" at level 0.05=0.444

According to table (7) the consistency coefficient according to Alfa coefficient kronbach achieved the value (0.631 for the first axel- 0.652 for the second axel- 0.649 for the third axel- 0.701 for the forth axel- 0.682 for the fifth axel) and that infer to a level of consistency we can trust. After that the researcher practice the survey upon the same sample by Test- Retest under the same conditions, and accounted the correlation coefficient to the both appliances from 16/9 to 27/10/2011, as in table (8):

Table (8) constancy coefficient to survey app

N	The axel	First app		Second app		Different	Correlation coefficient
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	The linguistic intelligence	64.45	2.625	65.55	2.013	1.10	0.641*
2	The spatial intelligence	41.20	2.093	41.80	2.821	0.60	0.804*
3	The personal intelligence	29.55	1.986	29.70	2.179	0.15	0.836*
4	The social intelligence	25.20	3.156	26.40	2.836	1.20	0.573*
5	locomotor intelligence	49.50	1.933	49.80	1.908	0.30	0.791*

Indicative level value "r" at level 0.05=0.444

Table (8) shows that there is a correlation link has a statistics function at 0.05 between the two appliances in the application of the two surveys under the research. And that infer to the consistency coefficient.

Second: survey of the concepts of effective teaching for the physical education guiders and teacher:

• **Validity:**

The researcher account the validity upon the sample (20) from the guiders and teachers; through measuring the validity of internal compatibility, and that by accounting the value of correlation coefficient to the survey:

Table (9) creditably of internal consistency for the survey of the effective teaching's concepts

N	Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient
First axel: teaching basics:									
1	0.559*	2	0.537*	3	0.634*	4	0.512*	5	0.571*
The second axel: teaching's assignment:									
1	0.521*	3	0.451*	5	0.516*	7	0.605*		
2	0.560*	4	0.532*	6	0.493*				
The third axel: student's achieving:									
1	0.688*	3	0.543*	5	0.487*	7	0.528*		
2	0.470*	4	0.576*	6	0.637*				

Indicative level value "r" at level 0.05=0.444

Table (9) shows that correlation coefficients between every phrase and the total degree has a

statistic function at level 0.05, and that infer to creditably of survey.

• **Consistency:**

Table (10) Survey constancy by practicing of Alfa Kronbach

N	The axels	Constancy coefficient
1	Teaching basics	0.607*
2	Teaching assignments	0.669*
3	Students achieving	0.617*

Indicative level at 0.05=0.4444

Table (10) shows that constancy coefficient according to Runback's Alfa coefficient achieved a value (0.607 for the first axel- 0.669 for the second axel- 0.617 for the third axel) and that infer that the survey has constancy we can accept.

Table (11) shows that there is a correlation link has a statistics function at level 0.05, and that infer to survey constancy.

Table (12) infer to correlation link which has a statistic function at 0.05, between multiple

intelligences and effective teaching concepts, and it is searched.

Table (13) shows that ka2 to sample's individuals responding for the first axel (teaching basics) has a statistic function at 0.05.

Table (14) shows that ka2 to sample's individuals responding for the second axel (teaching assignments) has a statistic function at 0.05.

Table (11) Constancy coefficient to the survey app

N	The axels	First practice		Second practice		different	Correlation Coefficient
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	Teaching basics	19.85	1.843	20.10	2.511	0.25	0.873*
2	Teaching assignments	22.15	2.134	23.25	2.468	1.10	0.645*
3	Student's achievement	20.85	1.954	21.40	2.186	0.55	0.713*

Indicative level

value "r" at level 0.05=0.444

Table (12) Correlation between effective teaching degrees and multiple intelligences

N	The axel	Linguistic intelligence	Locomotors intelligence	Personal intelligence	Social intelligence	Spatial intelligence
1	Teaching basics	3.671*	0.412*	0.395*	0.432*	0.427*
2	Teaching assignment	0.406*	0.446*	0.387*	0.419*	0.366*
3	Student's achievement	0.337*	0.457*	0.356*	0.410*	0.384*

Indicative level Value of "r" at 0.05=0.205

Table (13) Repetition and percentage, relative heaviness, Ka2, and rearranging of the phrases of individual responding for the first axel phrases (teaching basics)

N	Very big degree		Big degree		Medical degree		Low degree		Very low degree		Relative heaviness	Ka ² value	Arranging
	Reb.	%	Reb.	%	Reb.	%	Reb.	%	Reb.	%			
1	25	25.0	51	51.0	20	20.0	2	2.0	2	2.0	395	81.70*	3
2	41	41.0	42	42.0	9	9.0	6	6.0	2	2.0	414	78.30*	1
3	34	34.0	50	50.0	10	10.0	3	3.0	3	3.0	409	88.70*	2
4	15	15.0	40	40.0	34	34.0	9	9.0	2	2.0	357	53.30*	5
5	32	32.0	35	35.0	25	25.0	6	6.0	2	2.0	389	45.70*	4

Ka₂ = 9.488**Table (14) Repetition and percentage, relative heaviness, Ka2, and rearranging of the phrases of individual responding for the second axel phrases (teaching assignments)**

N	Very big degree		Big degree		Medical degree		Low degree		Very low degree		Relative heaviness	Ka ² value	Arranging
	Reb.	%	Reb.	%	Reb.	%	Reb.	%	Reb.	%			
1	11	11.0	48	48.0	29	29.0	9	9.0	3	3.0	355	67.80*	3
2	5	5.0	30	30.0	43	43.0	17	17.0	5	5.0	313	54.40*	5
3	2	2.0	13	13.0	60	60.0	20	20.0	5	5.0	287	109.90*	6
4	2	2.0	37	37.0	41	41.0	17	17.0	3	3.0	318	67.60*	4
5	12	12.0	60	60.0	21	21.0	5	5.0	2	2.0	375	110.70*	1
6	10	10.0	49	49.0	37	37.0	2	2.0	2	2.0	363	93.90*	2
7	2	2.0	10	10.0	17	17.0	46	46.0	25	25.0	218	56.70*	7

Ka₂ = 9.488

Table (15) shows that ka₂ to sample's individuals responding for the second axel (student's achieving) has a statistic function at 0.05.

Table (15) Repetition and percentage, relative heaviness, Ka2, and rearranging of the phrases of individual responding for the third axel phrases (student's achieving)

N	Very big degree		Big degree		Medical degree		Low degree		Very low degree		Relative heaviness	Ka ² value	Arranging
	Reb.	%	Reb.	%	Reb.	%	Reb.	%	Reb.	%			
1	4	4.0	13	13.0	47	47.0	33	33.0	3	3.0	282	74.60*	4
2	5	5.0	32	32.0	47	47.0	14	14.0	2	2.0	319	72.90*	3
3	1	1.0	16	16.0	33	33.0	40	40.0	10	10.0	258	52.30*	5
4	9	9.0	50	50.0	33	33.0	7	7.0	1	1.0	359	86.00*	2
5	44	44.0	36	36.0	16	16.0	2	2.0	2	2.0	424	74.80*	1
6	1	1.0	7	7.0	49	49.0	41	41.0	2	2.0	225	106.80*	6
7	1	1.0	4	4.0	9	9.0	61	61.0	25	25.0	195	122.20*	7

Ka₂ = 9.488

Table (16) shows that there are no differences among guiders and teachers in the axel of (teaching basics).

Table (16) The denotations of dissimilarities among guiders and teachers according to jobs difference in the axle of “teaching basics”

The axel	Guiders n=40		Teachers n=60		Differences	“T” Value
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Personal efficiency in teaching	4.03	0.698	3.90	0.933	0.13	1.105*
Controlling of lesson	4.23	0.832	4.08	1.030	0.15	1.122*
Teacher’s enthusiasms	4.20	0.723	4.02	1.017	0.18	1.428*
Class management	3.60	0.871	3.55	0.964	0.50	0.381*
Good preparing	3.93	0.944	3.87	1.033	0.06	0.425*

The value of “T” at level 0.05=2.000

Table (17) shows that there are dissimilarities among guiders and teachers in the axel of teaching assignment to the guiders.

Table (17) the denotations of dissimilarities among guiders and teachers according in the axle of “teaching assignments”

The axel	Guiders n=40		Teachers n=60		Differences	“T” Value
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Clearness of explanation , good displaying	3.90	0.744	3.32	0.948	0.58	4.765*
The efficiency in time management	3.55	0.815	2.85	0.899	0.70	5.711*
students’ Assignments appropriateness	3.08	0.730	2.73	0.770	0.35	3.266*
Designing assignments in proper way	3.58	0.594	2.92	0.889	0.66	6.111*
Interactive among teacher and his students	4.05	0.597	3.55	0.872	0.50	4.684*
Pushing student’s motivations	3.93	0.694	3.43	0.767	0.50	4.785*
chaining Teaching with student’s real life	2.58	1.129	1.92	0.787	0.66	4.748*

The value of “T” at level 0.05= 2.000

Table (18) the denotations of dissimilarities among guiders and teachers in the axle of “student’s achieving

The axel	Guiders n=40		Teachers n=60		Differences	“T” Value
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Fulfilling of student’s needs	3.18	0.903	2.58	0.720	0.60	5.143*
Observing ,continuously, student’s progress	3.48	0.751	3.08	0.850	0.40	3.491*
Ensuring the principle of responsibility	2.90	0.871	2.37	0.882	0.53	4.233*
Development of student’s skills	3.80	0.687	3.45	0.832	0.35	3.211*
Development student’s physical	4.48	0.716	3.98	0.983	0.50	4.070*
Development student’s knowledge	2.98	0.698	2.42	0.591	0.56	6.061*
Development student’s emotions	2.30	0.912	1.72	0.555	0.58	5.378*

The value of “T” at level 0.05=2.000

Table (18) shows that there are dissimilarities between the guiders and teachers in the axel of “teaching assignment” to the guiders.

4-definition of concepts of effective teaching:

- a- basis of teaching (5 phrases)
- b- assignments of teaching (7 phrases)
- c- Students achieving (7 phrases)

The researcher submitted the phrases of the survey to 10 experts for appointing the proportional importance for every phrase. Table (5) shows the relative importance for the agreeing of experts. The researcher accepts the phrases which achieved 70% and more according to the experts.

Indications of study:

T. 12 assert a co-relation as the level 0.05 among the activities of multiple intelligence. I

suggest that such activities embody as group of various activities with view to the individual differences among students.

Such consequences are agreed with the indications of Keffs (2000) Micael (2004), and Manal El-gendy (2006), Melanie that teaching in activities of multiple intelligence is more effective in raising the levels of students. It’s also a seed with the indications of Gaber (2003), and Armstrong (2009), who asserts the same consequences.

T.13 indicates that the r. of KA2 of the sample of principals of teaching at the level 00.05, and the (v) of KAk is between 45.70 and 88, 70, which more than (v) of KA2 (T).

I suggest that the teachers are more interested in controlling the lesson and their zeal to teach

depends upon the personal efficiency, which is agreed with the study of Hartherm (1996).

T.14 indicates that the (v) of KA2 at the level 0.05, and the (v) of KA2 is between 54,40 and 110,70 which is more than KA2 (T).

Such consequences, I suggest indicates that the teacher co-acts with the students and arouses their motivations.

T. 15 indicates that (v) of KA2 at the level of 0.05 and the (v) of KA2 is between 52. 30 and 122.20 which is more than (v) KA2 (T). Such consequences are similar to Doyle (1996).

T.17 indicates that there are differences in the levels of directors and teachers, which are for the directors. The table indicates that the element affecting students capacity are the growing of knowledge and consciousness fulfilling their needs. Stressing responsibility – body growing hunter refers (1996) to education as one of teaching aspects that related to supplying intercommunication between the teacher and the student.

Conclusions:

- 1- There is an active relation in multiple intelligence, and the consciousness of sports teachers
- 2- There are no differences in the consciousness of concepts of effective teaching.
- 3- There are differences between directors (supervisors) and teachers in the functions.
- 4- There are differences between teachers and directors in concepts of effective teaching.

Recommendations:

- 1- Necessity of using the theory of multiple intelligence in methodology planning
- 2- Inventing definite measurements to effective teaching.
- 3- Training sessions for teachers for improving skills and strategies of effective teaching.
- 4- Stressing on students entity as an important indicator upon teaching effective and learning.
- 5- Exhortation for performing similar studies on concepts of effective teaching to assert the effective of variable experience on the consciousness of teachers for the elements of effective teaching.

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