

Using Teaching Competencies in Physical Education and Sports Class in Algeria A Field Study Conducted on Physical Education and Sports Teachers in the Secondary Level in Tlemcen Province, Algeria.

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Abstract:

This study aims to investigate the extent of using teaching competencies among physical education and sports teachers, as teaching competencies are considered essential conditions for achieving the objectives of the subject. Therefore, we measured the level of competency utilization among teachers by using a questionnaire directed at a sample of 60 teachers within a descriptive research method. After field procedures and statistical analysis, we found that competencies (planning, implementation, and evaluation) are utilized by secondary education teachers during the physical education and sports class. These competencies assist the teacher in presenting the physical education and sports lesson well, thus achieving the desired objectives outlined within the educational curriculum for the subject.

Keywords: Teaching competencies - Physical education and sports - Secondary education.

1- Introduction:

The subject of physical education and sports is a new system that derives and organizes the innate instinct to play. Through educational objectives in essence and content, whether cultural, social or behavioral. Thus, it is an integral part of general education and an experimental field for developing a fit individual from a physical, mental and emotional standpoint. Physical education and sports, like other subjects, aim to develop the individual's personality in all aspects, including motor, psychological and social, relying on the motor activity that distinguishes it, which takes physical and sports activities as a support .

Bashir Gandhi believes that: Physical education and sports is a process that takes place when practicing sports activities that develop and maintain the body.” (Amin Anwar Al-Khouli, 1996)

Physical education and sports have taken giant steps forward, which have strengthened its position, role and prosperity, thus it has become an independent science that derives its origins from various experimental sciences such as physiology and anatomy... And the humanities, such as psychology in its various branches and sociology, contribute in integration with other subjects and in their own way to improving the student’s abilities in multiple fields. In the field of motor behavior and physical fitness through a wide variety of applied activities

Activities also constitute an important cultural aspect in modern society and are the subject of scientific research with multiple professional specializations, this helps the student to enrich his knowledge and expand his ability to choose a career and move towards applied recreational activities in his future life. Thus, physical education and sports contribute to the formation of the student’s personality and his effective integration into society.

The professor (teacher) of physical education and sports assumes the leadership role in this process by designing, directing and organizing pedagogical situations to take the student by the hand and support him with useful experiences commensurate with his preparations, abilities, competence and the demands of his community.

This is done by preparing him based on a set of teaching competencies that qualify him for the teaching profession, and enable him to carry out the requirements of that profession effectively and competently, taking into account the continuous review of the quality of these competencies to keep pace with the scientific and technological development witnessed in the current era. To suit the requirements of this era and its future challenges. It aims for the learner to acquire knowledge, abilities, and skills that enable him to solve problems, act positively in emergency and new situations, and take the initiative.

Educators have referred to the concept of teaching competence with various definitions, including the ability that a teacher needs to be able to carry out his work efficiently, effectively, competently, at a certain level of performance. (Zerouati, 2008, p. 53)

Al-Shayeb and Zahi (2011) defined it as the teacher’s ability to perform educational behavior with a certain level of mastery, with the least effort

and in the shortest possible time, through the sum of knowledge, skills, and attitudes that he acquired within the framework of the preparation processes programmed for him. (Al-Shayeb, 2011)

The subject of the teaching competencies that a teacher needs to practice the teaching profession is one of the topics that has received wide attention, because of its great impact on the role that the teacher exercises.

At the international level, the International Commission of the United Nations Educational and Scientific Cultural Organization (UNESCO) concerned with education for the twenty-first century indicated the necessity of improving teachers' competencies by adopting policies and measures, including pre-service and in-service teacher training that achieves sustainable education through developing their academic, professional and teaching competencies theoretically and scientifically (Mumin, 2010 , p. 553)

At the local level, the National Committee for Educational Development has developed a general framework for the competencies that students and teachers should be helped to acquire, represented by developing their ability to produce knowledge and exchange it with individuals and communities, apply academic knowledge and transfer it to areas of life, and use skills. Linguistic communication with others, and mastery of scientific research skills, contemplation, self-review and evaluation. (Education, 2003 , p. 165)

2- The problem:

The subject of education in contemporary societies is of central interest to various political, cultural, social and educational actors. This is due to the important role that this sector plays in various other sectors of production, as it is considered one of the best fields and areas that seek to develop human resources, where the human being is the tool of development and its goal at the same time. (Mohsen, 2005, p. 87)

However, in the midst of the enormous cognitive and technological transformations and changes and the attempts and experiments of reform, renewal and development that our society is witnessing now, which have affected all sectors, including the education sector, attention to all elements of the educational system has become an urgent necessity to achieve effectiveness in this system. Improving the effectiveness of the educational process is based on reconsidering the programs and curricula and leading to the leader of this work process, "the professor," whose jobs have varied between (teacher, mentor, facilitator, and educator) and the requirements of his profession have increased. With the rapid and unprecedented development in various fields, it is necessary for the teacher to address these developments in order to keep pace with them and even precede them. Accordingly, the practical practices of teachers remain constantly subject to change, whether with regard to curricula, teaching methods, or evaluation methods, and even in public relations with students, colleagues, and superiors. Recent educational writings emphasize that curriculum development cannot occur without teacher development, and the professional

development of teachers cannot be achieved without his personal development, emphasizing the crucial role of teachers in changing the school environment (Mors, 1999, p. 31)

Hence, the concept of teaching competencies refers to the set of information, experiences, and skills that the teacher should have, to be able to address the educational and teaching aspects to ensure the achievement of various educational objectives.

The competency-based approach, in addition to knowledge, is concerned with a multi-dimensional educational outcome that includes values, ideals, attitudes, trends, and inclinations, along with teaching-specific skills such as, planning, preparation, implementation, classroom management, human relations, evaluation, and other skills that the teachers need to perform their roles. (Rashid, 2005, p. 31) Acquiring renewed proficiency enables teachers to meet the requirements of their profession, keep pace with developments, and become a driving force for their effectiveness. It creates a framework responsive to the important conditions contributing to providing all the tools and mechanisms that enable them to activate the lesson and achieve the educational, cultural, social and moral competencies of individuals, by providing them with a set of necessary theoretical and applied knowledge to practice a particular profession.

The level and performance of the physical education and sports teachers are linked to their acquisition and application of teaching competencies acquired during their study and training period. Hence, we asked the following question :

To what extent are teaching competencies used in achieving the physical education and sports lesson?

Sub-questions:

Does the physical education and sports teacher use planning competency in the physical education and sports lesson?

Does the physical education and sports teacher use implementation competency in the physical education and sports lesson?

Does the physical education and sports teacher use assessment competency in the physical education and sports lesson?

3- Research objectives:

•Our study generally aims to determine the extent of the use of teaching competencies in physical education and sports lessons.

•Determine the extent of using planning competency in physical education and sports lessons.

•Determine the extent of using implementation competency in physical education and sports lesson.

- Determine the extent of using assessment competency in physical education and sports lessons.

4- Research hypotheses

4-1 General hypothesis :

- Teaching competencies are used in order to achieve the lesson of physical education and sports.

4-2 Partial hypotheses:

- The physical education and sports teacher practices planning competency in the physical education and sports lesson.

- The physical education and sports teacher practices implementation competency in the physical education and sports lesson.

- The physical education and sports teacher practices assessment competency in the physical education and sports lesson.

5- The importance of the study:

The aim of our study revolves around several points, including:

- Identify the extent of using teaching competencies in implementing the physical education and sports lessons.

- Know the proficiency/competency level of the physical education and sports teacher.

- Identifying the basic skills and teaching competencies of the physical education and sports teachers and their effectiveness during physical education and sports lessons.

6- Defining terms and concepts

6-1 The concept of competencies :

The word "competence" has its origin in the Latin word "competentia", which means "meeting, agreement, symmetry". It encompasses a range of attributes, including expertise, proficiency, capability, and suitability for a specific role or situation. In this sense, competency is achieving a certain amount of a thing or things that suffices its owner for a limited purpose.

Competence entails both social identification (which enables the creation of the social component of identity consequently unique psycho-social identity) and technical application of a learned skill. Competency also defines as a capacity for reflective action which ensues from the conviction about interconnectedness of thinking and action "knowing-in-action" (Nagar, 2017, p. 76).

Competency is linked to the profession, not to raising children. As for others, newcomers, they see the situation as the field of practicing competency and developing it gradually. (Guide, 2009); thus competency is a term used in different contexts, so it is defined in different ways. In teaching learning context there are two divergent approaches to defining "competencies". First one, "competencies" denote a

set of conscious, trainable skills and abilities which make a teacher effective. The second, "competencies" are addressed in the context of changeability and uniqueness of each and every educational situation and lean a repertoire of knowledge, personal features and educational techniques (Nagar, 2017, p. 23).

6-2 Teaching competencies:

Teaching competencies encompass a set of abilities and associated skills that teachers are expected to possess to effectively perform their tasks, roles, and responsibilities, thereby positively impacting the overall educational process. Teaching competencies include observable and measurable behaviors that teachers demonstrate through planning, preparation, and practical implementation within and outside the classroom. Hammad Afan defined teaching competence as "the types of knowledge, information, skills, and abilities that the student is expected to have acquired during his preparation as a teacher, and to become able to apply them." (Afaan, 1992, p. 55)

Procedurally, teaching competencies are those abilities, skills and knowledge that teachers should perform in various educational situations to achieve prescribed educational objectives and ensure the success of the teaching process. In other words, they are the set of observable and measurable behaviors carried out by the teacher that are considered, in the eyes of educators, necessary for the success of the teaching process.

6-3 Planning Competency:

It is a set of specific educational measures taken to achieve certain goals. It can also be defined as: the continuous process that includes social research methods, principles and methods of education, management sciences, economics and finance to ensure that students receive adequate education with clear objectives and fully defined stages. Which enable them to obtain an educational opportunity by which they develop their abilities, consequently contributing to the progress of the country in the social, cultural, and economic aspects (Fahmy, 2000, p. 89)

The educational planning process proceeds through successive basic stages, in which certain tasks are achieved and accomplished, all contributing to a single goal: the preparation of an implementable development plan that achieves the desired development. The implementation of these stages comes through agreed-upon institutional frameworks called the Three Programs, which are temporary administrative bodies represented by the administrative and financial program, the practical programme, and the technical and advisory programme. (Awais, 1994, p. 59)

Planning is a choice based on facts, involving the formulation and use of future-related assumptions, and the creation of proposed activities deemed necessary to achieve desired results (George Terry) (Sharaf, 1999, p. 40)

6-4 Implementation Competency :

Implementation competency involves realizing and transitioning concepts from thought to application and reality. It entails translating plans into executable programs, with community groups executing these programs under the supervision and guidance of planning authorities, technicians, and project supervisors.

6-5 Evaluation Competency :

Educationally, evaluation means the process through which we can ensure that the desired educational goals are achieved (Awais, 1994, p. 60)

Evaluation is a diagnostic, therapeutic, remedial, and preventive process undertaken by individuals or groups to determine the extent of success or failure in achieving curriculum goals. (Awais, 1994, p. 60)

It involves identifying strengths and weaknesses through various tools and measurements, followed by providing appropriate interventions to overcome weaknesses and enhance strengths.

Procedurally: Evaluation is a process that takes place at the end of certain educational tasks with the aim of informing students and teachers about the degree of control achieved, and discovering the areas of difficulty that students encounters during their learning, in order to enable them discover strategies that facilitate their development and view mistakes as attempts to solve problems, moments of learning rather than moments of weakness.

6-6 Physical education and sports lesson:

The lesson is the small unit in the academic program for physical education and sports that represents the smallest part of the subject which carries all its fundamental characteristics. The comprehensive plan for the physical education and sports curriculum at the school includes all aspects of activity that the teacher wants their students to engage in. Today, the lesson is considered the cornerstone in all curricula, and the success of the entire plan and the achievement of the general objectives depend on the proper preparation, development, presentation, and implementation of the lesson. It encompasses multiple activity aspects. (Saeed, 2004, p. 102)

The physical education lesson is considered one of the forms of academic subjects such as natural sciences, chemistry and language, but it differs from these subjects because it provides students not only with motor skills and experiences, but also provide them with a knowledge and information that covers health, psychological and

social aspects in addition to scientific information on human body formation, using motor activities such as exercises and various group and individual games conducted under educational supervision by trainers prepared for this purpose. (Muawad, 1996, p. 120)

7- Previous studies and similar research:

The first study :

The first study, conducted by Dr. Jamal Suleiman in 2011, titled "the teaching competencies available to students of the educational qualification diploma/specialization in history in light of the national standards for pre-university general education curricula (from their point of view): A descriptive and analytical study at the two universities of Damascus ". (Jamal, 2011) The research aimed to achieve the following objectives: Prepare a list of teaching competencies necessary for history teachers in light of the national standards for social studies curricula in the pre-university general education stages, determining the degree of availability of teaching competencies among students of the Diploma in Educational Qualification, majoring in History, from their point of view, in light of the national standards for social studies curricula in the stages of pre-university general education, and arranging the teaching competencies available among students of the Diploma in Educational Qualification, majoring, according to the degree of their availability (from their perspective).

The descriptive analytical approach was adopted, and the research community included all students of the Educational Qualification Diploma/History specialty registered in the academic year 2008-2009 in the College of Education - University of Damascus, numbering (26) male and female students.

It also included all students of the Educational Qualification Diploma/History Specialization who were registered in the 2008-2009 academic year in the College of Education - Tishreen University, numbering male and female students.

Due to their small number in the original population, the research sample consisted of all its members, after excluding the members of the exploratory sample, which numbered at Damascus University (4) students and (6) students at Tishreen University. The research tool was distributed to all members of the sample, but what was done it was recovered from the students of Damascus University and was suitable for analysis. It amounted to (20) questionnaires, meaning (80%) of the original population. What was recovered from the students of Tishreen University amounted to (28) questionnaires, meaning (75.67%) of the original population .

The research tool was a questionnaire developed by the researcher, including the teaching competencies required of a history teacher in light of the national standards of pre-university general education curricula, aiming to determine the extent of the

availability of those competencies among students of the educational qualification diploma/specialization in history; from their perspective .

The most important results of the study :

The results of the research showed that teaching competencies were available to a moderate degree among the students in the research sample at both the universities of Damascus and Tishreen, with the exception of the competency of teaching evaluation, which was available to the qualification diploma students at Tishreen University to a small degree. The results also indicated that there were no statistically significant differences in the degree of availability of teaching competencies. In the research sample, this is attributed to the university variable or the gender variable.

The second study :

Magadi Rabah's study (Rabeh, 2013) under the title "The reality of practicing educational competencies among teachers of physical education and sports at the secondary education stage, University of M'sila - Algeria". The study aimed to determine the reality of practicing educational competencies by teachers of physical education and sports at the secondary level, identify the educational competencies that should be practiced by them, and identify the degree of practice of educational competencies by physical education teachers.

The researcher used the descriptive approach because it suits the nature of the forms presented. In this research, the researcher relied on simple random sampling in selecting its members, and the probability of choosing any one or the state of the original community in this study is Type equals the probability of any other unit or condition. Since the number of physical education and sports teachers in secondary education in the state of M'sila is 75, 12 teachers were selected as the sample for this research. The research tool was the questionnaire.

The most important results of the study :

The educational competencies that must be practiced by teachers of physical education and sports are: planning (preparation) competency, implementation competency, classroom management competency, and evaluation competency. The practice of educational competencies by teachers is average, and this is from their perspective .

The third study :

A study by Zahaf Najibullah (Zehaf, 2016) with the research title "The role of micro-teaching in the students/ professor's acquisition of teaching competencies for students of the Institute of Science and Technology of Physical Activities and Sports"

The study aimed to find out if micro-teaching had a positive role in the acquisition of teaching competencies by students and professors at the Institute of Physical and Sports Activities Sciences and Techniques, and to find out if micro-teaching had a positive role in the acquisition of planning competence by students and professors at the Institute of Physical and Sports Science and Technology.

The researcher relied on Descriptive method.

A survey study on the 113 students enrolled in the Master 2 Department of Physical Education. Where the researcher used the questionnaire as a research tool.

The most important results of the study :

Micro-teaching has a positive role in the student-professor's acquisition of teaching competencies in terms of planning, implementation and evaluation for the second-year master's students at the Institute of Science and Technology in physical and sports activities.

The fourth study :

A study by Abdul Qadir Othmani (Othmani, 2013) entitled "Designing a proposed training program to develop teaching competencies". A field study in some primary schools. The study aimed to propose an in-service training program to develop the competencies of the teacher of physical education and sports for the primary stage according to his needs, as the researcher adopted in his study. On the quasi-experimental approach and followed the experimental design of one group; The researcher chose a purposive sample represented by 13 teachers of physical education and sports from the municipality of Bou Saada among the teachers in the state of M'sila.

The most important results of the study:

.1The process of teachers training during service to develop their teaching competencies does not take place randomly, and it cannot proceed without the guidance of a philosophy or goals. Rather, there must be a clearly defined point of view that reflects society's values and takes into account the nature of education .

.2The proposed training program to develop teachers' competencies is built according to the needs of teachers, especially for this stage of education.

.3The sample members need training in planning, implementation and evaluation competencies, especially since the primary stage has its own characteristics.

The fifth study :

A study by Salim Sayyad (Sayyad, 2017) under the title "The role of scientific education in acquiring teaching competencies for the student teachers in the Department of Physical Education and Sports" is a dissertation for obtaining a master's degree from the Institute of Physical Education and Sports Sciences at the University of M'sila in 2017. The study aims to determine whether scientific

education plays a role in acquiring teaching competencies for student teachers in the field of physical education. The researcher used the descriptive analytical method in his study. The study was conducted on first-year master's students at the Institute of Science and Technology of Physical and Sports Activities at the University of Mohammed Boudiaf, M'sila, consisting of 30 male and female students, using the questionnaire as a research tool.

The most important results of the study:

1. Scientific education has a role in acquiring lesson planning competence for the student teacher in physical education and sports.
2. Scientific education has a role in acquiring the efficiency of lesson implementation for the student teacher in physical education and sports.
3. Scientific education has a role in acquiring the competence of lesson evaluation for the student teacher in physical education and sports.
4. Scientific education has a role in acquiring the teaching competencies of the student teacher in the subject of physical education and sports.

Based on the literature review conducted by the researcher on previous and similar studies, as well as scientific publications addressing teaching competencies for physical education teachers at various educational levels and under different variables in our community, the following conclusions were drawn:

- Previous and similar studies used various tools for study, including personal interviews with teachers, observation, scales, and questionnaires specific to teaching competencies. Most studies emphasized the necessity for teachers to acquire and practice teaching competencies, often relying on opinions and perspectives of educational practitioners to determine these competencies.
- The majority of studies examined teaching competencies among physical education teachers across different areas such as planning, implementation, evaluation, use of teaching aids, student interaction, and familiarity with the subject matter.
- The primary aim of most studies was to examine the necessary teaching competencies and their utilization by physical education teachers. Descriptive methodology was commonly employed due to its suitability for such studies.

8- Research methodology:

The researcher used the descriptive method, aiming to provide accurate descriptions of the phenomenon under study to facilitate problem-solving. This method involves collecting precise and scientific data on social phenomena in their current state and studying the relationships between these phenomena.

One of the most important methods is the descriptive approach, which is considered as a fertile resource for obtaining accurate information and data. In this approach, the

researcher is interested in studying the current situation of the phenomenon. The researcher must have accurate descriptions of the phenomenon he is studying before he begins the actual study, which requires applying accurate means to record and specify observations. (Al-Mukhtar, 1981, p. 99)

9- Population and research sample:

9-1 Research community :

The research community is considered a frame of reference for the researcher in choosing the research sample. This frame may be a large or small community, and the frame may be individuals, schools, universities, or sports clubs. (Ibrahim, 2006, p. 95)

The population of the current study consisted of 256 physical education teachers from secondary schools in the western region of Tlemcen Province, based on statistics provided by the Directorate of Education.

9-2 Research sample:

Considering that the sample is an important part of any field study, Zarwati defined it as “the study population from which field data is collected, and it is considered an important part of the whole, meaning that a group of community members is taken that is representative of the community to conduct the study on.” (Mahmoud, 2008, p. 181)

Accordingly, The research sample comprised 60 teachers selected randomly from the population, representing 23.44% of the research population; Knowing that a sample of 10 professors was excluded from the survey .

10- Research Domains:

10-1The spatial Domain: The field study was conducted in selected secondary schools within Tlemcen province .

10-2 Temporal Domain: The research procedures were carried out during the academic year 2021/2022.

11- Research variables:

11-1.The independent variable: is the one that affects the relationship existing between the two variables and is not affected by it, and in our research this is: teaching competencies.

11-2.The dependent variable: is the one that is affected by the relationship existing between the two variables but does not affect it, and in our research this is: the lesson of physical education and sports.

12- Research tools :

The research utilized a questionnaire directed at physical education teachers to collect data necessary for addressing the research questions.

13- Survey study :

A survey study was conducted to ensure the validity and reliability of the measurement tool used in the research. This involved verifying the scientific basis of the measurement tool to obtain highly accurate results.

13-1 Validity: Validity is considered one of the most important conditions for the reliability of a measuring tool, and they are linked to each other. In this, Corton says, “Honesty is the manifestation of consistency.” (Tayeb, 1999, p. 292)

Validity of internal consistency: The validity of the questionnaire was verified through applying the questionnaire to a sample of 10 physical education teachers selected randomly from the original population. Pearson correlation coefficients between the scores of each axis of the three axes and the total score of the questionnaire were calculated. The results indicated a high level of internal consistency and coherence of the questionnaire, suggesting its effectiveness in measuring teaching competencies in physical education.

It was shown from Table No. 01 that the correlation coefficients between the scores of the three axes and the college score for the questionnaire directed to professors ranged between 0.552 and 0.707, and all correlation coefficients are significant at the significance level of 0.01, which indicates the homogeneity and internal consistency of the questionnaire, and that the questionnaire measures competencies. Teaching in the physical education and sports lesson, as all internal consistency values are statistically significant and positive, and the following table shows the results obtained:

Table 01: Shows the correlation coefficients between the scores of the three axes and the total score of the questionnaire.

Axes	Totality Scores	Statistical Significance
Axis 1: Planning Competency	0,699	Statistically significant
Axis2: Implementation Competency	0,707	Statistically significant
Axis3: Evaluation Competency	0,552	Statistically significant
Function at significance level (0.01)		

13-2 Reliability: Test reliability is considered an essential characteristic that a good test must possess. It is defined as the degree of accuracy, consistency, and stability of results when applying data collection tools to a sample of individuals on two different occasions. (Hafeez, 1993, p. 119)

The reliability of this questionnaire was calculated in this study using Cronbach's alpha, which is the appropriate method for the current study. The reliability coefficient alpha for this questionnaire was calculated to be 0.53, indicating acceptable reliability. The following table illustrates the results of Cronbach's alpha reliability coefficient calculation based on the correlation matrix of questionnaire items, where it reached 0.534

Table 02: Illustrates Cronbach's Alpha Results for Questionnaire Reliability.

Questionnaire Items	Cronbach's Alpha Reliability Coefficient
Questionnaire Items (38 statements)	0.534

13-3 Objectivity:

Marwan Abdul Majid Ibrahim considers objectivity as one of the important factors that must be present in the tool to avoid bias or prejudice and not to introduce personal factors into research. Objectivity means commitment to the credibility of scientific research, scientific honesty, complete confidentiality surrounding researchers, and following systematic scientific steps to derive the desired outcome from research to enrich scientific research. (Majeed, 2000, p. 140)

14- Statistical methods: Statistical methods are used to study any sample with the aim of understanding the overall subject and determining the validity or invalidity of hypotheses. Statistical analysis gives us accuracy, as it translates into numbers. Statistical review was done using statistical software programs to obtain accurate results in a timely manner. Statistical study involves :

The following statistical methods were used to verify the study hypotheses:

- Using SPSS for data analysis .
- The percentage law for analyzing and diagnosing teachers' responses to questions.

Percentage = number of repetitions x 100 / total repetitions. (Al-Samaraie, 1977, p. 75)

$$\text{Percentage} = \frac{100 \times \text{number of repetitions}}{\text{total repetitions}}$$

-Chi-square law (χ^2) allows us to determine the extent of significant differences in teachers' responses to questions.

15- Comparing Results with Hypotheses:

15-1 Discussion of results under the first hypothesis:

Table (03): represents the results of the first hypothesis

Phrase	Calculated χ^2	χ^2 Tabular	Statistical
The first phrase	25,900	5.99	Significant
The second phrase	31,600	5.99	Significant
The third phrase	18,900	5.99	Significant
Fourth phrase	14,700	5.99	Significant
The fifth phrase	30,900	5.99	Significant
Sixth phrase	12,400	5.99	Significant
Seventh phrase	13,900	5.99	Significant
The eighth phrase	17,500	5.99	Significant
The ninth phrase	16,300	5.99	Significant

The first hypothesis assumes that physical education teachers practice planning competency in physical education classes. Based on various readings of previous studies and theoretical intellectual heritage, and the results obtained by scientific statistical methods in the table above number (03), all values of the significance test (χ^2) calculated came out larger than the tabular χ^2 value, giving statistical significance to our results shown in tables (03-04-05-06-07-08-09-10-11) at a significance level of (0.05) and degrees of freedom (02).

These results can be interpreted as most physical education teachers practice planning competence in physical education classes, which helps them carry out their work comfortably and confidently, allowing them to face teaching situations with confidence and competence. This makes the teaching process a learned process with interconnected and clear elements, avoiding embarrassing situations during the lesson. Teachers can identify suitable teaching methods and techniques effectively, aligning with the findings of Ben Salem Khalid and others, who emphasized the importance of acquiring planning skills (Ben Salem, 2022, p. 240)

15-2 Discussion of results under the second hypothesis:

Table No. (04): Represents the results of the second hypothesis.

Expressions	Calculated χ^2	χ^2 Tabular	Statistical
The first phrase	34,300	5.99	significant
The second phrase	56,700	5.99	significant
The third phrase	43,900	5.99	significant
Fourth phrase	19,600	5.99	significant
The fifth phrase	27,900	5.99	significant
Sixth phrase	14,400	5.99	significant
Seventh phrase	12,100	5.99	significant
The eighth phrase	12,100	5.99	significant
The ninth phrase	19,900	5.99	significant
The tenth phrase	12,900	5.99	significant
Phrase eleven	9,300	5.99	significant
Phrase twelfth	54,300	5.99	significant
Phrase thirteen	18,900	5.99	significant
Phrase fourteen	44,100	5.99	significant
Phrase fifteen	56,700	5.99	significant
Phrase sixteen	18,300	5.99	significant
Phrase seventeen	7,300	5.99	significant
Phrase eighteen	18,300	5.99	significant
Phrase nineteen	7,600	5.99	significant

The second hypothesis assumes that physical education teachers practice implementation competency in physical education classes. Based on various readings of previous studies and theoretical intellectual heritage, and the results obtained by scientific statistical methods in the table above number (04), all values of the significance test (χ^2) calculated came out larger than the tabular χ^2 value, giving statistical significance to our results shown in tables (12-13-14-15-16-17-18-19-20-

21-22-23-24-25-26-27-28-29-30) at a significance level of (0.05) and degrees of freedom (02).

These results can be interpreted as most physical education teachers practice implementation competency in physical education classes by motivating students, diversifying presentation methods and styles, varying motor variables, using verbal and non-verbal variables, and using diverse teaching aids. This aligns with the findings of Majadi Rabeh (Rabeh, 2013), where implementation competency is considered one of the most important teaching competencies.

15-3 Discussion of the results under the third hypothesis:

Table No. (05): Represents the results of the third hypothesis.

Expressions	Calculated χ^2	χ^2 Tabular	Statistical
The first phrase	6.700	5.99	significant
The second phrase	18.900	5.99	significant
The third phrase	12.100	5.99	significant
Fourth phrase	16.300	5.99	significant
The fifth phrase	30.900	5.99	significant
Sixth phrase	19.600	5.99	significant
Seventh phrase	13.900	5.99	significant
The eighth phrase	54.300	5.99	significant
The ninth phrase	56.700	5.99	significant
The tenth phrase	7.600	5.99	significant

The third hypothesis assumes that physical education teachers practice evaluation competence in physical education classes. Based on various readings of previous studies and theoretical intellectual heritage, and the results obtained by scientific statistical methods in the table above number (05), all values of the significance test (χ^2) calculated came out larger than the tabular χ^2 value, giving statistical significance to our results shown in tables (31-32-33-34-35-36-37-38-39-40) at a significance level of (0.05) and degrees of freedom (02).

These results can be interpreted as most physical education teachers practice evaluation competence in physical education classes by actively assessing the achievement of educational objectives, utilizing various types of educational assessment (diagnostic, formative, and summative), employing tests and measures, analyzing and leveraging their results, considering individual differences during assessment, motivating and encouraging students to perform well in evaluation.

16- Conclusion

Teaching competencies are considered one of the essential requirements for teachers in the field of physical education. Our study tackled the problem of the extent to which teaching competencies are utilized in achieving physical education classes. It was divided into three main axes:

Does the physical education and sports teacher use planning competency in the physical education and sports lesson?

Does the physical education and sports teacher use implementation competency in the physical education and sports lesson?

Does the physical education and sports teacher use assessment competency in the physical education and sports lesson?

After conducting methodological procedures for both theoretical and applied research aspects where we employed the descriptive method to organize the study approach and selected a random sample of 60 secondary school teachers teaching physical education, we moved on to analyze and interpret the results obtained through the questionnaire directed at the teachers. This allowed us to verify the validity of the three hypotheses based on the answers provided by the teachers for each axis. It was found that the teachers practice planning competency, implementation competency, and evaluation competency in physical education classes, indicating that they possess an adequate level of teaching competencies, which significantly influence the educational process.

From this perspective, we ultimately conclude the validity of the general hypothesis, which suggests that teaching competencies are utilized to achieve physical education classes.

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18- Appendices:

The first axis: Planning Competency in Physical Education and Sports Class.

Figure	phrases	sometimes	always	never
1	I organize the lesson preparation process and outline its steps in the lesson book			
2	I work accurately in preparing exercises and activities			

	for the lesson			
3	I determine the appropriate methods and techniques for teaching effectively			
4	I prepare the equipment and sports tools before starting the lesson			
5	I prepare the annual, monthly and weekly plan			
6	I set the objectives to be achieved in the lesson plan			
7	I identify suitable activities and skills for the lesson objectives and students' level			
8	I focus on preparing the lesson, its presentation, and delivery techniques			
9	I secure sports equipment and tools before using them			

The second axis: Implementation Competency in Physical Education and Sports Class

Figure	phrases	sometimes	always	never
1	I encourage students to participate in the lesson			
2	I prepare students' minds for the lesson and link it with their previous experiences			
3	I diversify the methods and techniques for presenting the skill			
4	I stimulate students' motivation to learn the skill			
5	I present and explain the sports skill			
6	I take into account the sequence of the skill parts when dividing them			
7	I ensure a proper presentation of the sports skill			
8	I balance the proper exchange between effort and rest			
9	I take into account individual differences during teaching			
10	I develop students' skills through practice			
11	I consider multiple aspects of teaching (cognitive, skillful, and effective).			
12	I provide feedback and correct mistakes			
13	I stimulate students' interests and encourage them to work			
14	I vary the combinations while implementing the lesson			
15	I make sure everyone can see the model during explanation and demonstration			
16	I work carefully when applying the lesson sections			
17	I provide motivating movements to overcome boredom and lethargy			
18	I use multiple devices and tools to increase students' performance frequency			
19	I assign additional assignments in case of an increase in the number of students			

The third axis: Competency of evaluation in the physical education and sports class.

Figure	phrases	sometimes	always	never
1	I conduct monthly and quarterly tests to assess students'			

	progress			
2	I evaluate them after the end of each lesson to determine the achievement of behavioral lesson objectives			
3	I am familiar with appropriate and modern assessment methods			
4	I rely on objectivity in evaluation results			
5	I inform students the results of the monthly assessments			
6	I establish standard grades for evaluation			
7	I use more than one method in evaluation			
8	I consider individual differences in evaluation			
9	I motivate and encourage students during exams			
10	My ability to choose appropriate teaching methods and techniques based on the results of the educational process			