

## The performance competencies needed to teach physical education from the point of view of physical education teachers in Mafraq Governorate

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### **Abstract:**

This study aimed to identify the performance competencies possessed by the physical education teacher from the point of view of physical education teachers, identifying the differences in the estimates of physical education teachers for the performance competencies necessary for physical education teachers due to the variable of gender and years of experience. The researcher used descriptive approach, the sample of this study consisted of (272) physical education teachers in Mafraq Governorate, the researcher used questionnaire tool, The results of the study were as follows: The performance competencies possessed by the physical education teacher from the point of view of physical education teachers were high for:

the tool as a whole, the field of good planning for teaching, the field of lesson implementation, the field of Control and assessment.

**Keywords:** competencies, performance competencies, physical education, Mafraq Governorate.

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### **Introduction**

Educators, academics and decision-makers agreed that teachers are among the most important elements of the educational system, as they play the most important and largest role to achieve the social, political and educational outcomes of the community, whether inside or outside the school environment. Accordingly, no development can be made in the educational process without qualified teachers who have the necessary competencies. To achieve this development and progress. The learning process constitutes an important axis in preparing and developing individuals, and the teacher is the main driver and guide of this process. Therefore, it has become necessary to pay attention to the teacher and the necessary competencies to perform his educational mission in the required manner and achieve the desired outcomes (Raghdi, 2017). Educating the teacher on the basis of competence is one of the most important modern trends in teacher preparation and training, as this trend is

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based on defining the competencies that the teacher and student need in an accurate and clear manner and on providing them with the criteria by which they are determined what they acquire from those competencies, in addition to being trained in practice. And performance is contrary to what is accepted in traditional teacher preparation programs that are built on the foundations of theoretical knowledge (Burray, 2016). Educators have pointed out that the performance competencies of teachers are the ability that the teacher needs in order to be able to carry out his work with high efficiency, effectiveness and competence and at a certain level of performance, as it guides the teacher to perform the educational behavior with the required level of mastery and effort and in the shortest possible time, through a group of The trends and skills that he acquired within the framework of the programmed preparation processes. The performance competencies that the teacher needs to practice the teaching profession are among the topics that have received great attention because of their great impact on the role played by the teacher (Al-Hawari, 2020).

Among these teachers is the physical education teacher, who plays a prominent role in the formation of the basic characteristics of students, just like teachers of other educational subjects through various and different competencies that will provide students with good knowledge and ideals and accustom them to good social behaviors, as he teaches students how to adapt to the environment in which they live. He lives in it and prepares him from the various mental, physical, skill and psychological aspects through physical and educational sports activities.

As the physical education teacher has the ability to form the students' personality through regular movement activities, which are applied through adherence to the curricula and programs of physical education, which requires teachers to possess a high degree of performance competencies in order to play this role and increase their abilities to interact with others and encourage them to work together, as physical education experts have unanimously agreed on the importance of physical education teachers possessing the performance competencies necessary to enhance the physical skills of students. Therefore, physical education teachers must possess the performance competencies in the content of physical education, which would qualify teachers to be able to perform their roles effectively and efficiently, in addition to This indicates that they possess many personal competencies and skills for dealing with the components of the educational process, including school principals, students, school supervisors, school construction and others (Al-Shdeifat, 2021).

### **Study Problem:**

Physical education is considered one of the effective educational methods and methods, which contribute to the growth of students in all aspects, and the creation of an integrated personality for them through the practice of various sports activities. The physical education sector had to develop programs to prepare physical education teachers in a professional manner characterized by efficiency and competence, in

order to provide Professional services in the sports field. The teaching process cannot be highly effective and influential except through the presence of a teacher appropriately prepared and familiar with it. Therefore, the interest in developing and preparing teachers has increased according to the ambitions witnessed by societies in the era of successive scientific and technical progress in order to achieve the outcomes of comprehensive development, so the issue of preparing Teachers in general and physical education teachers in particular have priority in the educational system, and its preparation based on competencies has become an effective force in advancing the educational and educational process, and this is due to its possession of many performance competencies that allow him to exercise his role appropriately. This matter prompted the researcher to determine the performance competencies specific to the field of teaching physical education, which must be available to physical education teachers, as this will help raise the level of their competency in their performance, and here the study problem arises in estimating the level of performance competencies for physical education teachers in Mafraq Governorate.

### **Study Questions:**

The current study seeks to answer the following questions:

What are the performance competencies that a physical education teacher should possess from the point of view of physical education teachers?

Are there differences in the estimates of physical education teachers for the - performance competencies required for physical education teachers due to the gender variable?

Are there differences in physical education teachers' estimates of the performance - competencies required for physical education teachers due to the variable years of experience?

### **Study Objectives**

The current study aims to the following:

Disclosure of the performance competencies that a physical education teacher must possess from the point of view of physical education teachers.

Identifying the differences in physical education teachers' estimates of the - performance competencies required for physical education teachers due to the gender variable.

Identifying physical education teachers' estimates of the performance competencies - required for physical education teachers due to the variable years of experience.

### **Study importance:**

The importance of the current study emerges from the following:

The current study contributes to providing a list of the performance competencies - necessary for physical education teachers in order to implement the physical education curriculum and achieve the desired outcomes.

The current study benefits the responsible authorities in identifying the extent to - which physical education teachers possess the necessary performance competencies.

The current study is a response to recent trends that called for increased attention to - the issue of education quality at various levels, starting with achieving quality in teaching.

The current study contributes to benefiting those in charge of preparing physical - education teachers' programs in the Ministry of Education to develop programs that achieve the necessary professional competencies for teachers.

The current study benefits the competent authorities in preparing training programs - for physical education teachers, which help them in professional growth.

### **Study Terminology**

**Sufficiency:** It is defined as “the performance ability displayed by the physical education teacher in his functional activity and is reflected in the students' behavior” (Al-Rahim, 2015:444).

The researcher defines it procedurally: the ability of physical education teachers to accomplish the skills required by the educational situation and which are observable in the classroom.

**Performance competencies:** “are the performances that occur during the teaching and learning process by physical education teachers in order to implement the physical education program, and lead directly to the occurrence of learning that can be observed and measured. This behavior is characterized by a high level of performance and accuracy” (Amin, 2013).

The researcher defines it procedurally: it is that physical education teachers possess a sufficient amount of positive attitudes, skills and knowledge related to their professional roles and tasks that appear in the educational situation and are measured by the degree obtained by the sample members on the scale prepared for that.

**Physical education teacher:** It is defined as “the one who teaches physical education and sports, and organizes and manages various sports activities for students in schools” (Ocean, 2013).

### **Study limitation:**

The current study was limited to the following limits:

**Spatial boundaries:** the current study was applied in public schools in Mafraq - Governorate.

**Time limits:** The current study was conducted in the second semester of the 2021 academic year.

**Human limits:** the current study was limited to physical education teachers in Mafraq Governorate

theoretical literature.

### **competency concept**

**Competence means:** It is acquired capabilities that allow behavior and work in a specific context, and its content consists of skills, knowledge, capabilities and tendencies that are integrated in a complex form, as the individual who acquired them employs in order to confront a problem and solve it in a specific situation” (Al-Dreij, 2016: 283). Sufficiency is: “a set of skills, knowledge, abilities, attitudes, and purposeful behaviors that can be acquired, as they enable the teacher to perform his role effectively and proficiently and to behave well in different situations, and this will achieve the objectives of the educational process” (Raghdi, 2017: 25).

### **Types of competencies**

There are many types of competencies according to the multiplicity of perception of them, depending on the philosophies of education and the needs of society, and Dakhoush (2019) identified them as follows:

**Specific competencies:** the competencies that are related to the study subject, a - specific professional field, or a specific field.

**Cross-sectional competencies:** This means the general competencies associated - with a specific field or subject, but rather extend their employment to many fields or different subjects.

**Base competencies:** They are also called essential, basic or minimum competencies, - and they constitute the necessary foundations that must be considered in building subsequent instructions.

**Proficiency competencies:** These are competencies that are not necessarily based - on other instructions, although they are useful in training, until lack of mastery does not lead to failure in the study.

**performance competencies:** It means the performance related to the teaching behavior of physical education teachers in the classroom. This means the direct impact on students' achievement, which can be observed and quantitatively evaluated. It includes three general competencies, namely:

## 1 - Lesson preparation and planning competencies

It means the ability of physical education teachers to prepare carefully and accurately in advance for each educational situation, defining the stages and steps required by the educational situation, and what it requires of balancing the desired outcomes and physical exercises achieved. The planning process is important and necessary, as it is Ahmed the main guarantees for the success of physical education teachers in His profession, whether it is in drawing up daily plans and preparing the lesson, requires that my teacher be able to achieve the following (Ben Maatouq, 2006) .

Determining the objectives of the study, diversifying and formulating them in behavioral terms that can be achieved and evaluated.

Prepare written lesson plans that meet the requirements of good preparation.

Taking into account the content and elements of physical education subject to conform to the logical organization of the subject.

## 2 - Competencies of implementing the lesson

It means the set of practical procedures and practices carried out by the professor during the actual performance of the class. The process of implementing the class is an actual test of the teacher's ability to succeed in the profession. The physical education teacher may show his ability to plan and theoretical preparation for a particular specialty or topic, but when implementation.

He may not be able to implement the desired outcomes, and here the teacher's ability appears not only in the suitability between setting outcomes and choosing means when implementing, but in his flexible ability to find appropriate alternatives when new or emergency situations occur, and implementation at the level of the lesson requires that the teacher be able to do the following (Ben Maatouk, 2008)

Preparing for the lesson in a way that interests the students. -

Presenting the material in a sound manner, and what it requires of diversity in teaching methods, organization and linking the lesson to the students' previous experiences or current events.

Use educational aids that are appropriate for the desired outcomes.

Repeat the exercises for the outcome and ask the students to do so.

Taking into account individual differences between students and using individual and group learning.

### 3 - Assessment competencies

It is the third task of physical education teachers in the field of performance competencies, and it includes the teacher's performance and practices related to measuring the learning and training outcomes of students through the use of multiple methods and tools. The assessment at the lesson level includes that the teacher is able to do the following (Khazali, 2010).

Proficiency in selecting questions and tests and presenting them well. -

Distributing sports activities to the largest number of students and diversifying them - to include most of the elements of the lesson.

Use of reinforcement (verbal and nonverbal) with hardworking students.

Taking into account the physical and mental abilities of the students when assessing, such as grading the exercises and activities, and putting exercises that are compatible with the abilities and levels of the students

### Physical Education

Today, physical education has become an essential part in the lives of individuals and societies, as it was in previous civilizations, which believed in the importance of physical education in training individuals, and physical education is an important part of the general educational process, as the individual plays, walks, or engages in some kind of physical activities that It helps him in strengthening his body and his safety, and physical education plays an important role in the life of young people and is a vital part of general education. Through properly directed physical education programs, the child raises a sound upbringing from various physical and mental aspects, which makes the individual fit in his community (Al-Sayeh, 2008).

Physical education is an integral part of general education, which is concerned with the most effective activities, a natural balance for students. It is also keen on bringing them up in the best and best of what it builds in terms of body strength, body safety, and aspects of health, vitality and activity, so that they may eventually reach harmony and beauty.

The role of physical education teachers is an integral part of the physical education process, where physical education teachers are expected to have a professional personality and good professional preparation, and he must have the ability for effective professional growth and serious work to improve the professional level, and he must have a desire to work He must be characterized by qualities and characteristics in order to carry out the educational process in an appropriate manner, including the personal, mental, physical, scientific, moral, behavioral, psychological and social characteristics that all qualify him to be the right person in the right place (Al-Hajj, 2006).

## The importance of physical education

Physical education is of great importance, and it can be identified as follows:

**The educational aspect:** the practice of physical education enhances the process of - interaction between students within their group, which makes them characterized by a great sportsmanship, which is reflected positively on their acquisition of many educational qualities, as educational qualities work to enhance moral features such as (perseverance, friendship and preservation of public property. Ben Basha, 2017).

**The physical aspect:** the outcomes that bring many benefits to the individual's body - in terms of improving the kinetic and physiological ability in order to control the body, gain and maintain physical fitness, and renew physical activity and vitality (Dafallah, 2014).

**The cultural and social aspect:** This importance includes the development of - cooperation and competition between students during sports activities, and sport improves the personality of students, which makes them more confident of social values. With regard to the cultural aspect, sport aims to link between the principles of physical education and the cultural capabilities of the community, especially the recreational, cognitive and health culture (Al-Khouli and Al-Shafei, 2014).

**Psychological aspect:** Sport is one of the most important components of mental health and helps students to enhance their endurance abilities, overcome selfishness, develop self-confidence, work within team spirit, and satisfy psychological needs.

**The mental aspect:** practicing sports helps activate and diversify the ways of - thinking, as it is not limited to physical movements, but rather develops many different concepts such as the laws of the game and its history (Ben Basha, 2017).

## Previous studies

The study of Jarmon (2019) aimed to estimate the level of educational performance competencies led by teachers in the field of teaching the physical education and sports class, and to identify the differences in the level of educational performance competencies according to the variable of academic qualification, and the study relied on the descriptive analytical approach, and the sample consisted of (20) professors in The stage of intermediate education, and the study reached several results, including: the presence of high levels in the performance educational competencies of teachers in the field of teaching the physical and sports education class, and the absence of statistically significant differences due to the variable of academic qualification.

Ho Stephenson and Carter (2019) aimed to investigate the understanding and application of behavioral and cognitive methods by Australian teachers of students, and the study relied on the qualitative approach, where semi-structured interviews were conducted with (13) teachers from New South Wales, and the results of the study showed that teachers who The interviewees had limited knowledge about



cognitive behavioral methods, as their description of the application and practice of cognitive behavioral methods was limited, and the results of the study indicated that most teachers are not aware of the potential of cognitive behavioral methods in enhancing processing, and the characteristics of the student are rarely considered.

Hemma in teacher planning for cognitive behavioral methods programs.

Al-Hawari (2020) conducted a study to reveal the degree to which teachers of physical education and sports in the secondary education stage possess the educational performance competencies from their point of view, where the descriptive approach was used, and the study sample consisted of (100) teachers who were applied to a questionnaire to reveal the degree of their possession of the educational performance competencies, The questionnaire tool was used, and the study reached several results, the most important of which are: physical education and sports teachers have high levels of planning competencies, physical education and sports teachers have high levels of planning competencies, and physical and sports education professors have high levels of assessment competencies.

Al-Shdifat study (2021) aimed to identify the extent to which education teachers in Zarqa governorate possess the performance competencies and their impact on the variable of academic qualification, training courses and years of experience. A note card was used that included four areas of planning, implementation, management and evaluation, and the sample consisted of (30) physical education teachers. In Zarqa Governorate, the study concluded that female physical education teachers possess the performance competencies in the areas of planning, implementation and evaluation to a moderate degree, while they possess the performance competencies in the field of classroom management to a large degree, and the results of the study indicated that the educational qualification variable, training courses and years of experience did not affect the competencies performance in various fields.

### **Commenting on previous studies:**

After reviewing previous studies, it is noted that most of the studies dealt with the issue of performance competencies for physical education teachers, such as the study (Jermon, 2019) and the study (Al-Hawari, 2020), and the current study benefited from previous studies in methods of data collection and sample selection, and the current study was distinguished from previous studies in its application. in the Jordanian environment.

### **Method and Procedure**

This part includes a presentation of the study methodology, the study population and sample, methods of data collection and how to verify its validity and reliability, as follows:

## Study Approach

Based on the nature of the study and its objectives, the descriptive approach has been relied upon, which is defined as: “A precise and detailed description of a specific (phenomenon or topic on a qualitative or quantitative numerical image. 183

## The study population and its sample

The study population consisted of physical education teachers in the Mafraq district for the academic year 2020/2021, and a random sample was chosen, which amounted to (272) physical education teachers, and table (1) shows the distribution of the study sample members.

**Table (1)**

### Frequencies and percentages according to the study variables

	Categories	Repetition	The ratio
Gender	Male	152	55.9
	Female	120	44.1
Experience	Less than 5 years old	92	33.8
	5 to 10	105	38.6
	more than ten	75	27.6
	Total	272	100

## Study tool

The researcher relied on the questionnaire tool in order to collect data, as it is considered a direct technique for asking questions to the sample in a directed manner, because the answer formulas are predetermined, which allows quantitative processing in order to address the quantity of the discovery of mathematical relationships and the establishment of quantitative comparisons, and that the questionnaire is a means of entering into Contacting informants by asking them questions one by one and in the same way, with the aim of differentiating the behaviors and attitudes of a large group of individuals, based on the answers obtained (Maurice Ingres, 2013). Where a questionnaire was prepared for the performance competencies and the design of its items, taking into account the theoretical literature related to the subject, and reviewing the questionnaires and standards used in previous studies, without neglecting that these items and dimensions serve the objectives to be achieved from this study, and the performance competency questionnaire for physical education teachers is divided into two parts:

**First Part:** aims to collect demographic information for the study sample

**Second part:** aims to measure the level of performance competencies for physical education teachers, and it included (28) items, distributed into three dimensions. The first dimension included the competencies of planning and good performance by

items, while the third dimension included the competencies of control and evaluation and included (8) items.

### Psychometric properties of the study instrument

#### Tool Validity

To ensure the validity of the study tool, it was presented to a group of 12 arbitrators with experience and competence in physical education in Jordanian universities. They were asked to express an opinion on the suitability of the tool, its linguistic integrity, and any other suggestions they deem appropriate, including deletion and modification, and according to the arbitrators' opinions. The researcher made the necessary modifications, including deleting, modifying, or adding.

#### Tool constancy

To ensure the constancy of the study tool, the test-retest method was verified by applying the scale, and reapplying it after two weeks on a group outside the study sample consisting of (30), and then the Pearson correlation coefficient was calculated between their estimates in both times.

The constancy coefficient was also calculated using the internal consistency method according to Cronbach's alpha equation, and Table No. (2) shows the internal consistency coefficient according to Cronbach's alpha equation and the repetition stability of the domains and the total score. These values were considered appropriate for the purposes of this study.

**Table (2)**

#### **Cronbach's alpha internal consistency coefficient and the repeat invariance of the domains and the total score**

<b>Domain</b>	<b>Constancy</b>	<b>Re-Internal Consistency</b>
Planning Competencies and Good Lesson Performance	0.81	0.91
Teaching implementation competencies	0.88	0.83
Monitoring and evaluation competencies	0.9	0.8
The tool as a whole	0.91	0.87

#### **Statistical Standard**

The five-point Likert scale was adopted to correct the study tools, by giving each of its items one degree out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree), and it is represented digitally (5, 4, 3, 2, 1) on Ranking, the following scale has been adopted for the purposes of analyzing the results.

From 1.00 To 2.33	Low
From 2.34 To 3.67	Medium
From 3.68 To 5.00	High

The amount has been calculated Measure by using the following equation:

The upper limit of the scale (5) - the lower limit of the scale (1)) / The number of )  
required categories/3

$$= ( 5 - 1 ) / 3 = 1.33$$

And then add the answer (1.33) to the end of each category.

### Study results and discussion

This part includes a presentation of the study results and a discussion, according to the study questions:

**The first question:** What are the performance competencies that a physical education teacher should possess from the point of view of physical education teachers?

To answer this question, the arithmetic averages and standard deviations of the performance competencies that a physical education teacher should possess from the physical education teachers' point of view were extracted, and the table below illustrates this.

**Table (3)**

Arithmetic averages and standard deviations of the performance competencies that a physical education teacher must possess from the point of view of physical education teachers arranged in descending order according to the arithmetic averages

Rank	No.	Domain	Arithmetic mean	standard deviation	Level
1	1	Competencies of planning and good performance of the lesson	3.97	0.683	high
2	2	Teaching implementation competencies	3.84	0.689	high
3	3	Monitoring and evaluation competencies	3.81	0.652	high
		The tool as a whole	3.88	0.637	high

Table (3) shows that the arithmetic averages ranged between (3.81-3.97), where the planning competencies and the good performance of the lesson came in the first place with the highest arithmetic average of (3.97), while the competencies of control and evaluation came in the last rank with an average of (3.81), The standard arithmetic mean of the performance competencies that a physical education teacher must possess from the point of view of physical education teachers as a whole was (3.88). The researcher explains this result that these competencies are at the core of the physical

education teacher's work and are the basis on which the educational process is based, in addition to that this result reflects the benefit of physical education teachers from follow-up and feedback by educational supervisors, in addition to the courses that are held for teachers of what they work In order to provide them with the necessary performance competencies, as well as that physical education teachers must perform their tasks in an accurate and orderly manner due to the diversity of the nature of the material imposed by the nature of the subject. The result of the current study agreed with the result of the study (Jermon, 2019), which concluded that there are high levels of performance educational competencies among teachers in the field of teaching the physical education and sports class, and the result of the current study agreed with the result of the study (Al-Hawari, 2020), which found that teachers Physical education and sports possess high levels of planning competencies, physical education and sports teachers have high levels of planning competencies, and physical education and sports teachers have high levels of assessment competencies. The result of the current study also agreed with the result of the study (Al-Shdeifat, 2021), which concluded that physical education teachers possess the performance competencies in the areas of planning, implementation and evaluation to a moderate degree, while they possess the performance competencies in the field of classroom management to a large extent.

The arithmetic averages and standard deviations of the study sample estimates were calculated on the items of each field separately, as they were as follows:

#### **The first domain: the competencies of planning and good performance of the lesson**

**Table (4)**

Arithmetic averages and standard deviations of the items related to planning competencies and good performance for the lesson, arranged in descending order according to the arithmetic averages

Rank	No.	Items	Arithmetic mean	standard deviation	Level
1	5	It takes into account the individual differences among students	4.1	1.077	High
2	3	It organizes the educational material comprehensively	4.05	0.873	High
3	4	Follow the basic steps to prepare for the lesson	4.01	0.927	High
3	6	Makes a good plan for the daily lessons	4.01	0.921	High
5	1	Can allocate the class time to the lesson elements	3.97	0.913	High
6	2	He distributes the topics well over the days and weeks of the semester	3.96	0.932	High

7	10	He has the ability to plan the annual and daily properly	3.93	0.931	High
8	7	Choose the appropriate teaching aids for the topic of the lesson	3.92	0.914	High
9	8	Pay attention to homework planning	3.88	0.955	High
10	9	The Ministry participates in developing the plan	3.85	0.956	High
		Competencies of planning and good performance of the lesson	3.97	0.683	High

Table (4) shows that the arithmetic averages ranged between (3.85-4.10), where paragraph No. (5), which states “taking into account individual differences among students” came in the first place with an average of (4.10), and paragraph No. (3) came Which states, “He organizes the educational material in a comprehensive way” in the second rank, with an average of (4.05), while paragraph No. (9) and its text “participates in the development of the plan” came in the last rank with an average of (3.85). The arithmetic average of planning competencies and good performance for the lesson as a whole was (3.97), and the researcher explains this result to the great care taken by the school administration to prepare daily and quarterly plans, and this result also indicates that physical education teachers show great interest in preparing study plans, and the researcher explains this result To the quality of the courses received by the study sample during the academic formation, as the courses are based on the methods and methods of teaching and practical education to provide them with appropriate planning competencies, and to provide them with the ability to effectively logical sequence between the different parts of the lesson, and to employ various methods and strategies, which leads them to focus on these competencies and try to employ them with a high degree of proficiency.

**Second Domain: Teaching Implementation Competencies**

**Table (5)**

Arithmetic averages and standard deviations of the items related to teaching implementation competencies arranged in descending order according to the arithmetic averages

Rank	No	Items	Arithmetic mean	Standard deviation	Level
1	11	Executing the course material clearly and in a logical sequence	3.91	0.917	High
2	15th	Uses teaching methods specific to physical education	3.89	0.964	High
3	20	Uses tools and means in the context of the educational situation	3.87	0.86	High

4	12	Uses teaching methods appropriate to the educational situation	3.86	0.908	High
4	16	Diversify the relevant educational activities in proportion to the students' preparations	3.86	0.972	High
6	19	Organizes the available time to suit the weights of the educational and learning activities		1.002	High
7	14	Develops the basic movements of students, in preparation for learning motor skills for sports		1,049	High
8	13	Performs mathematical skills practically in front of students in an appropriate manner		0.882	High
9	17	Actively moves during the implementation of the lesson activities among the students		1.018	High
10	18	It is summarized in the theoretical explanation and focuses on practical application		1,049	High
		Teaching implementation competencies		0.689	High

Table (5) shows that the arithmetic averages ranged between (3.74-3.91), where paragraph No. (11) states, "He implements the study material clearly and according to a logical sequence" in the first place, with an arithmetic average of (3.91), and the paragraph came No. (15), which states that "it uses teaching methods specific to physical education" in the second place, with an average of (3.89), while paragraph No. (18) and its text "summarizes in the theoretical explanation and focuses on practical application" came in the last rank, with an average of (3.74). ). The arithmetic average of the teaching implementation competencies as a whole was (3.84), and the researcher explains this result to the fact that physical education teachers show great interest in the competencies of implementing lessons, as it is considered a stage of converting what has been written down and planned into a practical reality that can be observed and viewed on a playground or gymnasium, and the application of methods The teaching strategies that have been identified in the plan as appropriate.

### **Third Domain: Competencies of Monitoring and Evaluation**

**Table (6)**

The arithmetic averages and standard deviations of the items related to the control and evaluation competencies are arranged in descending order according to the arithmetic averages

Rank	No.	Items	arithmetic averages	standard deviation	the level
1	21	It asks a variety of questions to measure students' mental thinking	3.95	0.82	High
2	26	Uses the final cumulative assessment that occurs at the end of each learning situation	3.87	0.974	High
3	22	Prepares performance tests to evaluate students' performance in terms of the intended outcomes	3.86	0.935	High
4	25	It builds appropriate standards for evaluating students' performance in performance tests	3.84	0.895	High
5	28	Uses assessment records that show each student's progress	3.76	0.987	High
6	24	Uses a continuous assessment that occurs after each step	3.75	0.874	High
7	23	He applies evaluation methods that are compatible with educational outcomes	3.74	1.075	High
8	27	Uses a continuous assessment that occurs after each step	3.74	0.946	High
		Monitoring and evaluation competencies	3.81	0.652	High

Table (6) shows that the arithmetic averages ranged between (3.74-3.95), where paragraph No. (21) which states, "It asks various questions to measure students' mental thinking," came in the first place with an average of (3.95), and paragraph No. (26), which states that "the final cumulative evaluation that occurs at the end of each educational situation is used" in the second place, with an average of (3.87), while items No. (23, and 27) are both "applying evaluation methods that are compatible with educational objectives", and "Continuous assessment that occurs after each step" is used in the last rank, with a mean of (3.74). The arithmetic mean of the control and evaluation competencies as a whole was (3.81). This result indicates that physical education teachers focus on providing appropriate means and methods to carry out the evaluation process to the fullest, and this result indicates that physical education teachers focus on taking into account individual differences in the process of evaluating students, in addition to paying great attention to the physical education mark within the group. The year for students in the final score statements, as well as the availability of tools and the time given for the physical education class.

The second question: Are there differences in the estimates of physical education teachers of the performance competencies necessary for physical education teachers due to the gender variable?



To answer this question, the arithmetic means and standard deviations of physical education teachers' estimates of the performance competencies required for physical education teachers by gender variable were extracted, and to show the statistical differences between the arithmetic averages, the "T" test was used, and the table below shows that

**Table (7)**

Arithmetic averages, standard deviations, and the t-test for the effect of gender on physical education teachers' estimates of the performance competencies required for physical education teachers

Items	Gender	No.	arithmetic mean	standard deviation	T value	degrees of freedom	Statistical significance
Competencies of planning and good performance of the lesson	male	152	3.95	0.702	-0.551	270	0.582
	female	120	3.99	0.659			
Teaching implementation competencies	male	152	3.82	0.69	-0.597	270	0.551
	female	120	3.87	0.689			
Monitoring and evaluation competencies	male	152	3.83	0.657	0.397	270	0.692
	female	120	3.79	0.649			
The tool as a whole	male	152	3.87	0.647	-0.325	270	0.746
	female	120	3.89	0.627			

Table (7) shows that there are no statistically significant differences ( $\alpha = 0.05$ ) due to the effect of gender in all fields and in the total score.

**The third question:** Are there differences in physical education teachers' estimates of the performance competencies required for physical education teachers due to the variable years of experience?

To answer this question, the arithmetic averages and standard deviations of physical education teachers' estimates of the performance competencies required for physical education teachers were extracted according to the variable years of experience, and the table below shows that

**Table (8)**

Arithmetic averages and standard deviations of physical education teachers' estimates of the performance competencies required for physical education teachers according to the variable years of experience.

	<b>Categories</b>	<b>the number</b>	<b>arithmetic averages</b>	<b>standard deviation</b>
Competencies of planning and good performance of the lesson	Less than 5 years old	92	3.83	0.758
	5 to 10	105	3.97	0.664
	more than ten	75	4.14	0.572
	Total	272	3.97	0.683
Teaching implementation competencies	Less than 5 years old	92	3.72	0.749
	5 to 10	105	3.83	0.678
	more than ten	75	4.01	0.594
	Total	272	3.84	0.689
Monitoring and evaluation competencies	Less than 5 years old	92	3.63	0.671
	5 to 10	105	3.84	0.661
	more than ten	75	4	0.559
	Total	272	3.81	0.652
The tool as a whole	Less than 5 years old	92	3.73	0.684
	5 to 10	105	3.88	0.628
	more than ten	75	4.06	0.546
	Total	272	3.88	0.637

Table (8) shows an apparent discrepancy in the arithmetic averages and standard deviations of physical education teachers' estimates of the performance competencies necessary for physical education teachers due to the different categories of years of experience variable. To show the significance of the statistical differences between the arithmetic averages, a one-way analysis of variance was used according to Table (9).

**Table (9)**

**Univariate analysis of the effect of years of experience on physical education teachers' estimates of the performance competencies required for physical education teachers**

	Source	The ratio	sum of squares	degrees of freedom	mean squares	Q value	Statistical significance
<b>Competencies of planning and good performance of the lesson</b>	between groups	55.9	4.1	2	2.05	4.511	0.012
	inside the groups	44.1	122.255	269	0.454		
	total	33.8	126,355	271			
<b>Teaching implementation competencies</b>	between groups	38.6	3,649	2	1.825	3.927	0.021
	inside the groups	27.6	124.993	269	0.465		
	total	100	128.642	271			
<b>Monitoring and evaluation competencies</b>	between groups		5.796	2	2.898	7.116	0.001
	inside the groups		109.548	269	0.407		
	total		115,344	271			
<b>The tool as a whole</b>	between groups		4.346	2	2.173	5.53	0.004
	inside the groups		105.687	269	0.393		
	total		110,033	271			

It is evident from the table (-) that there are statistically significant differences at the significance level ( $\alpha = 0.05$ ) due to the effect of years of experience in all fields and in the tool as a whole.

**Table (10)**

**Oral dimensional comparisons of the effect of years of experience on physical education teachers' estimates of the performance competencies required for physical education teachers**

		Arithmetic mean	Less than 5 years old	5 to 10	more than ten
<b>Competencies of planning and good performance of the lesson</b>	Less than 5 years old	3.83			
	5 to 10	3.97	0.145		
	More than 10 years	4.14	.315*	0.17	
<b>Teaching implementation competencies</b>	Less than 5 years old	3.72			
	5 to 10	3.83	0.111		
	More than 10 years	4.01	.296*	0.185	
<b>Monitoring and evaluation competencies</b>	Less than 5 years old	3.63			
	5 to 10	3.84	0.206		
	More than 10 years	4	.371*	0.165	
<b>The tool as a whole</b>	Less than 5 years old	3.73			
	5 to 10	3.88	0.15		
	More than 10 years	4.06	.324*	0.174	

Function at significance level ( $\alpha = 0.05$ ) \*

Table (10) shows that there are statistically significant differences ( $\alpha = 0.05$ ) between less than 5 years and more than 10 years, and the differences are in favor of more than 10 years in all areas and the tool as a whole. This result indicates that teachers with long experience have knowledge and know-how. More sufficiency of planning, implementation and evaluation due to their long period of practice

### **Recommendations**

According to the results of the current study, the researcher recommends the following:

The necessity of holding training courses for physical education teachers according to their needs to improve and develop their performance adequacy, especially in .planning, implementation and evaluation.

The necessity of preparing a guide that includes the performance competencies necessary for physical education teachers and training them on these competencies.

The necessity of conducting a continuous evaluation of the teaching competencies of physical education teachers, with a clear mechanism in place to benefit from the results of the evaluation in developing their competencies.

Conducting more studies on the subject of the performance competence of physical - education and sports teachers at other levels (colleges, university).

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