

The level of teaching skills that students acquire during their field training phase and how this relates to their motivation and attitude towards the teaching career

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Abstract ;

The present research focused on how much students from the Institute of Physical and Sports Education believe they have developed teaching skills during their practical training. It also sought to investigate the relationship between the students' acquisition of these skills and their interest in pursuing a career in teaching, as well as to explore any differences in skill acquisition based on their academic level. The sample for the study comprised 106 students who were selected randomly, and the researchers created a questionnaire consisting of 35 items related to the practice of teaching skills, as well as a second questionnaire to assess their interest and desire to become teachers.

For data analysis, the researchers used the "V" test and the Pearson correlation coefficient. The findings indicated that students possess a high level of teaching skills and have a favorable attitude towards the teaching profession. However, the results did not indicate any significant differences in the level of skill acquisition based on academic standing, but there was a meaningful positive correlation between the acquisition of teaching skills and the students' career aspirations.

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1. Introduction

The present research focused on how much students from the Institute of Physical and Sports Education believe they have developed teaching skills during their practical training. It also sought to investigate the relationship between the students' acquisition of these skills and their interest in pursuing a career in teaching, as well as to explore any differences in skill acquisition based on their academic level. The sample for the study comprised 106 students who were selected randomly, and the researchers created a questionnaire consisting of 35 items related to the practice of teaching skills, as well as a second questionnaire to assess their interest and desire to become teachers.

In their analysis of data, the researchers employed the "V" test alongside the Pearson correlation coefficient. The results revealed that students exhibit strong teaching abilities and maintain a positive perception of the teaching profession. Nevertheless, no significant variations were found in skill acquisition relative to academic performance, although a notable positive relationship was observed between the development of teaching skills and the students' professional ambitions.

Experiential education plays a crucial role in the preparation and training of teachers. It allows for the actual teaching experience

in training schools to integrate educational theories, principles, and concepts taught in class, applying them in both management and behavior. This phase involves students from the Institute of Physical and Sports Education working in schools, where they can implement the theories, knowledge, and both theoretical and practical teaching skills they have learned.

Practical training forms the essential foundation for the curricula in sports education institutions. It is crucial for equipping teachers. This aspect genuinely evaluates both the academic and professional side, as it relies on the tangible and scientific knowledge that students acquire throughout their training. Dunes points out that the importance of practical education matches the total importance of educational resources. In other words, theoretical teaching studies related to education lose their significance in teacher preparation if they do not include hands-on training in teaching methods and skills. (Abdullah, 2011, p. 335)

The teacher plays a vital role in the educational process, serving as the key to its success, the quality of learning, achieving educational goals, and enhancing student performance. The effectiveness and efficiency of a teacher's role are crucial. To ensure this, sports education institutes and colleges should closely monitor and support schools with qualified trainers

based on professional teaching standards. One of the greatest challenges for students is staying updated with changes and advancements in the educational field, which enriches every part of teaching and learning. This creates a need for teachers to seek new skills and knowledge. The solution lies in providing student teachers with a well-organized and comprehensive set of ongoing professional development programs that are scientifically planned, systematically aligned, and connected to the everyday issues teachers encounter in their roles (Ellian, 2009, p. 383, 384)

As a result, the topic of teacher training overall, especially in physical and sports education, is now a top concern for the education systems across all countries. A teacher who is well-trained in both their profession and personal life can effectively share a wealth of information, knowledge, and skills with their students. (Mohamed, 2007, p. 176)

Teaching abilities encompass various actions performed by educators during lessons to achieve specific objectives, making them a crucial aspect of their professional abilities and characteristics. The success of teaching relies on the effective use of these skills. Consequently, it is vital for student teachers to actively seek out, acquire, and enhance these skills, thereby boosting their competencies to address any challenges they might face while teaching physical education and sports. This area is especially marked by

diverse physical actions, cognitive behaviors, as well as the interests and skills of the students (Basati, 2009, p. 57, 58)

The emotions and viewpoints held by teachers in physical and sports education regarding their work, along with their behaviors and methods in the field, are essential. These factors include how they defend and commit to their roles, how they handle challenges, and their awareness of their interests in the profession. This understanding sheds light on the current state of the physical and sports education field. At the top of this pyramid is the physical and sports education teacher, along with their own aspirations. This understanding serves as a critical and foundational step toward improving the profession. A teacher's positive outlook towards physical education and sports significantly impacts their growth. Such attitudes motivate and inspire them to engage in their work with passion. Conversely, a teacher's negative feelings about the profession can hinder their motivation and enthusiasm. (Saidan, 2004, p. 16)

The attitudes of a teacher towards their job are crucial in helping them reach various objectives. Therefore, it is essential to select students for teacher training programs based on their interests and inclinations towards teaching, while also nurturing and enhancing these interests. It is important to find students who are eager and have a positive view of the teaching

profession, along with other relevant traits, ensuring they are placed in the right environment. This approach benefits both the individual and the educational institution. Additionally, it helps minimize fatigue, as well as educational, emotional, and financial losses. If a student ends up in an unsuitable field, they can experience failure and feelings of inferiority and loss, which can negatively impact their academic abilities and productivity.

Attitudes have a connection with behavior. How individuals and groups view different activities plays a significant role in their selection of pursuits or subjects. To illustrate, a student may generally enjoy sports, and a well-structured lesson can lead them to favor a specific sports activity or a particular teacher over other options, prompting them to engage more with that activity and the instructor responsible for it. According to Kamel Lewis in 2000, this shows the range of preferences, trends, feelings, ideas, knowledge, and beliefs that an individual holds regarding a specific experience, influencing their decision to either welcome or avoid that excitement. A person's inclination towards an idea or individual can be positive, neutral, negative, strong, or weak.

The inclinations towards becoming a teacher are crucial for the educator, as their self-perception influences their capacity to reach important educational objectives. Additionally, the kind of learning that

fosters the right attitudes in students is more beneficial than just gaining knowledge. As a result, the teacher brings their own tendencies, leanings, and experiences from their students, which significantly impact the teaching process.

Numerous research efforts have looked into how students feel about becoming sports education teachers and how specialized institutions contribute to shaping these feelings. This includes studies by Prince and Quadrant (2000), which sought to explore the interests of students who want to join the Physical Education Department. Their findings indicated that there is a positive inclination among students towards the physical education profession. Additionally, a study by Kiriakou and Kulthard (2000) focused on understanding students' perspectives on selecting education as a career. It revealed that students find teaching to be an enjoyable profession. Another research conducted by Khairullah et al. (1978) investigated how the knowledge and teaching experiences of College of Education students influence their attitudes towards teaching. This study established that as students acquire more educational knowledge, their attitudes towards working in education become increasingly positive.

The inclination of student teachers towards a career in education develops during their time at specialized institutes. This aspect is crucial during the practical training phase,

as it involves practicing various skills related to teaching physical and sports education. These skills encompass planning and setting goals, organizing learning materials, delivering lessons, employing different teaching methods, assessing student learning, fostering values and attitudes, as well as managing classroom activities. One of the main issues addressed in this study is to examine how students at the Institute of Physical and Sports Education perceive their acquisition of teaching skills during field training and how these relate to their career aspirations and interests. The study therefore sought to answer the following questions:

- In what way do students at the Institute of Physical and Sports Education develop their teaching abilities during field training?
- How do students enrolled in the Institute of Sports and Physical Activities Science and Technology view the teaching career?
- Does the extent to which students at the Institute of Physical and Sports Education develop teaching skills in field training vary with different levels?
- Is there a relationship between how well students at the Institute of Sports and Physical Activities Sciences and Techniques gain teaching skills and their inclination towards a teaching career?.

2/Study hypotheses:

- The level of teaching skills that learners from the Institute of Physical and Sports Education gain during practical training.
- Learners from the Institute of Physical and Sporting Activities Sciences and Techniques show a positive attitude toward becoming teachers.
- Students' ability to gain teaching skills in practical training does not differ based on their education level.
- A positive relationship exists between how well students acquire teaching skills and their interest in the teaching profession at the Institute of Science and Technology of Sports and Physical Activities.

3/Objectives of the study:

- The extent to which learners at the Institute of Physical and Sports Education develop teaching abilities during practical training.
- The characteristics of students at the Institute of Sciences and Techniques of Sports and Physical Activities regarding their interest in teaching careers.
- Revealing the variations in how well students at the Institute of Physical and Sports Education gain teaching skills in field training based on their educational level.
- The type of connection between the level of teaching skills acquired and the inclination towards teaching as a

profession among students at the Institute of Sciences and Techniques of Sports and Physical Activities.

4/The importance of the study:

The current research is significant because it focuses on how students develop teaching skills during their practical training. This training is a fundamental part of preparing student teachers in physical and sports education and is essential in their education journey, both prior to and during their careers. Understanding students' feelings and aspirations regarding the teaching field in physical and sports education is crucial, as it motivates them to gain the knowledge and abilities needed to instruct students in movement skills. Therefore, this study's significance lies in uncovering how well the students at the Institute of Physical and Sports Education acquire teaching skills during their field experience, along with their attitudes and interests in teaching. Additionally, it aims to explore how educational curricula and programs, along with the experiences students have in specialized institutes, influence their inclination toward pursuing a teaching career.

5/Previous studies:

- 1-5A study conducted by Mazen Abdul Rahman (2013) in Iraq entitled "Studying the effectiveness of field training as an indicator of the success of the sports education department in preparing

students". The study aimed to learn the effectiveness of the programmes of the sports education department in preparing students to teach physical and sports education. The researchers used the prescriptive curriculum in the survey method. The sample consisted of 41 students.

Scientific application is an important part of preparing the student and achieving the goal for which he was set and indicates the student's level.

The programs of the Sports Education Department in preparing students are influential and good and have achieved the objectives of the sports education study.

- 2-5A study conducted by Mark (2015) in Turkey entitled "Degree of student teacher satisfaction with their teaching performance in practical education", aimed at knowing the degree of student teacher satisfaction with their teaching performance in practical education. The researchers used the descriptive curriculum in the survey method. The sample consisted of 117 students, and the researcher reached the following results:

The majority of teachers' students are satisfied with their grades in practical teaching.

Teacher students see measurement criteria as effective for evaluating their performance.

6/Research methodology and field procedures:

6-1: Curriculum In line with the nature of the current study, we have relied on the analytical descriptive curriculum.

6 -2 the limits of the study:

Objective limits: Study students' teaching skills while conducting field training and orientation towards the teaching profession.

Spatial boundaries: The study was conducted at the level of the Institute of Science and Techniques of Physical and Sporting Education Activities at the University of djelfa.

Time limits: the study was conducted from 15/02/2022 to 30/03/2022.

Human boundaries: The study is limited to third year and second year master students, Institute of Physical and Sports Education Science and Techniques for the 2021/2022 school season, estimated at 96 students.

3-7society and sample study:

-Study society: The study community is made up of all students in the third year of Bachelor's Degree and second year of Master's, numbering 241 students according to the data of the Institute of Physical and Sporting Activities Science and Technology of the University of djelfa for the university year 2021/2022.

-The study included a sample of 106 students from the Institute of Physical and Sporting Activities Science and Technology at the University of djelfa, selected in a class random manner. This sample represents 35.62% of the study community. The following table shows the characteristics of this sample.

Table No. (01) shows the characteristics of the study sample by stage of study and sports specialization.

of the sample	school level	
	Third licence	Second Master
	48	48
	96	

7-4/Study tools:

7.4.1/Description of study tools:

-Identification of teaching skills:

In order to obtain information and data on the degree to which students of the Institute of Sciences and Techniques of Physical and Sporting Activities practise teaching skills at the field training stage, and after accessing literature, previous studies and books on the subject, researchers prepared a questionnaire consisting of (35) A paragraph divided into 04 dimensions, and each paragraph has five levels of response: (Always, often, rarely, never), after which the grades of each phrase are collected and the upper limit of the questionnaire is indicated. (170) High degree of learning skills, indicating (35) to the minimum

degree of the questionnaire, i.e. the low degree of acquisition of teaching skills.

Table No. (02) shows the axes and number of phrases for identifying teaching skills.

N	Resolution axes	Number of phrases
1	Personal Characteristics	08
2	Planning and preparing the lesson	05
3	Ways to implement the lesson	17
4	Use of educational means	05
Total Tool Phrases		35

- Identifying the direction and desire towards the teaching profession:

The tendency and desire for the teaching profession used by researcher Zakaria Ismail has been relied upon. (2006) in their study entitled "Trends of a class teacher towards the teaching profession and its relationship with some variables", which consists of 24 phrases spread across four axes, and the research responds to each phrase by marking (×) Before the answer he deems appropriate in his opinion, this follows a graded scale of three levels (OK, neutral, not OK), after which the grades of each phrase are collected and the upper limit of the scale is indicated. (72) The positive trend and desire towards the teaching profession, and (24) indicates the minimum grades of the questionnaire i.e.

the negative trend and desire towards the teaching profession.

Table No. 03 represents the axes and number of paragraphs identifying the direction and desire towards the teaching profession.

N	Resolution axes	Number of phrases
1	Students' attitudes and desire in the teaching profession	14
2	Students' attitudes and desire to teach after graduation	06
3	Students' attitudes based on parents' wishes	02
4	Students' directions on the instructions of supervising professors	02
Total Tool Phrases		24

7-4-2 psychometric characteristics of the study tool:

After preparing the study tools in their final form, they were applied to a sample of 30 students from the study community, this is to ensure the truthfulness and consistency of the study tools.

-Believe the study tool:

We calculated the discriminatory honesty in a way that sincerely compared the peripheral and the results were shown in the following tables

Table 04 represents the sincerity of the questionnaire on teaching skills and the identification of direction and desire towards the teaching profession in a marginal real comparative way.

Tool	Category	Number of individual	Arithmetic Average	Standard deviation	Value of T	Degree of freedom	Indicative level
Teaching Skills	Minimum	10	3.41	0.27	7712	13.11	Function at 0.05
	Supreme	10	4.86	0.13			
Orientation and desire towards the teaching profession	Minimum	10	1.96	0.14	59.9	17.26	Function at 0.05
	Supreme	10	2.57	0.12			

Through the results of Table No. (04) it is clear that the value (v) is equal to (12.77, 9.95) for identifying teaching skills and identifying direction and desire towards the teaching profession respectively, which is a function at an indicative level (0.05) and therefore the study tools enjoy discriminatory honesty.

- The consistency of the study tool:

Table No. (05) represents the constant factor of the Alpha Chrombach formula.
The results are as follows:

Study Tools	Alfa Kronbach coefficient
Teaching Skills	0.89
Orientation and desire towards the teaching profession	0.63

Table No. (06) represents the halfway fastening coefficient

Study Tools	Correlation coefficient between the two parts of the form	Spearman correlation coefficient	Indicative level
Teaching Skills	0.86	0.89	0.05
Direction and Desire towards the teaching profession	0.59	0.74	0.05

The results of table (05) and (06) show that the identification of teaching skills and the identification of the direction and desire towards the teaching profession are characterized by an acceptable degree of consistency in different ways (the Alfa Kronbach coefficient, the halving method), and it is clear from the foregoing that the study tools enjoy a great degree of honesty and consistency.

7.5/Statistical means:

- Test "V" for one sample.
- "T" test for two separate samples.
- Test of unilateral variance analysis "F" to calculate differences.

8/Presentation, analysis and discussion of results:

8-1 presentation, analysis and discussion of the results of the first hypothesis: "The degree to which students of the Institute of Physical and Sports Education acquire teaching skills in field training is high"

The test "v" was calculated between the hypothetical and the calculated average of the sample and the extraction of its

statistical indication. The results are shown in the following table:

Table No. 07 represents the values of the sample's hypothetical and computational average and the value and statistical indication of "v".

Variable	Hypothetical Average	arithmetic average	value of t	significance level	decision
Personal Characteristics	3	4.13	4.13	25.18	It has meaning.
Planning and preparing the lesson	3	3.94	3.94	15.95	It has meaning.
Ways to implement the lesson	3	4.13	4.13	24.27	It has meaning.
Use of educational means	3	4.12	4.12	20.04	It has meaning.
Tool as a whole	3	4.10	4.10	23.93	It has meaning.

The above table shows that the calculation average of the study sample in the tool generally exceeds the hypothetical computational average. The value was 25.18, indicating a statistical indication at the 0.05 level, which means that there are statistically significant differences in favour of the average study sample. Accordingly, the level of students of the Institute of Physical and Sports Education acquiring teaching skills in field training is arguably high.

The results also show that the computational averages of the study sample in such axes as personal characteristics, planning and preparation of the lesson, methods of implementing the lesson, and the use of educational means outweigh the hypothetical computational

averages of those dimensions. T's values in these areas respectively were 25.18, 15.95, 24.27 and 20.04, a function of 0.05, indicating statistically significant differences in favour of the average study sample in all dimensions of the questionnaire. Thus, the Institute of Physical and Sports Education students' level of acquisition of teaching skills in field training is high in all dimensions of the questionnaire.

The above table shows that the calculation average of the study sample in the tool generally exceeds the hypothetical computational average. The value was 25.18, indicating a statistical indication at the 0.05 level, which means that there are statistically significant differences in favour of the average study sample. Accordingly, the level of students of the Institute of Physical and Sports Education acquiring teaching skills in field training is arguably high.

The results also show that the computational averages of the study sample in such axes as personal characteristics, planning and preparation of the lesson, methods of implementing the lesson, and the use of educational means outweigh the hypothetical computational averages of those dimensions. T's values in these areas respectively were 25.18, 15.95, 24.27 and 20.04, a function of 0.05, indicating statistically significant differences in favour of the average study

sample in all dimensions of the questionnaire. Thus, the Institute of Physical and Sports Education students' level of acquisition of teaching skills in field training is high in all dimensions of the questionnaire.

8-2 presentation, analysis and discussion of the results of the second hypothesis: "Students of the Institute of Physical and Sporting Activities Sciences and Techniques have positive trends towards the teaching profession"

The test "v" was calculated between the hypothetical and the calculated average of the sample and the extraction of its statistical indication. The results are shown in the following table:

Table No. (08) represents the values of the sample's hypothetical and computational average and the value and statistical indication of "v".

Variable	Hypothetical Average	arithmetic average	value of t	significance level	decision
Students' attitudes and desire in the teaching profession	2	2.40	13.96	0.000	It has meaning.
Students' attitudes and desire to teach after graduation	2	2.19	5.91	0.000	It has meaning.
Students' attitudes based on parents' wishes	2	1.92	1.12	0.26	Without connotation
Students' directions in the instructions of supervising professors	2	2.26	5.86	0.000	It has meaning.
Tool as a whole	2	2.30	13.48	0.000	It has meaning.

The table indicates that the calculation average of the study sample in the tool as a whole exceeds the value of the hypothetical computational average. The statistical

amount of T (13.48), which is significant at the level of 0.05, means that there are statistically significant differences in favour of the average sample. It can be concluded that the tendencies of students of the Institute of Physical and Sports Education towards the teaching profession are positive. The results also show that the computational average of the sample study in the pillars on the trends and desires of students in the teaching profession, their trends after graduation, and trends based on the instructions of supervising professors, are higher than the hypothetical average of these pillars. T's values for these axes respectively (13.96, 5.91, 5.86), a function at 0.05, confirm statistically significant differences in favour of the sample, and therefore trends in these axes are considered positive. However, the results showed that there were no statistically significant differences between the average study sample and the hypothetical average in the "parental orientation" axis, where T (1.12) was valued at 0.05, indicating that trends in this axis were considered neutral.

Conclusion:

Students at the Institute of Physical Education and Sports acquire teaching skills in field training at high levels.

Students of the Institute of Science and Technologies of Physical Activities and Sports have a positive view of the teaching profession.

No significant differences were found in the students' acquisition of teaching skills in field training related to the level of study.

There is a statistically significant positive relationship between the acquisition of teaching skills and the attitude and desire to teach of students of the Institute of Science

and Technology of Physical Activities and Sports.

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