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The Contribution of Applied Education to the Development and Achievement of Educational Competencies among Field-Training Students.

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Abstract:

The aim of this study was to examine the extent to which practical education sessions contribute to the development and achievement of certain educational competencies among third-year field-training students at Sétif 2 University. The researchers employed the descriptive method, given its suitability for the study's subject, and utilized a questionnaire as the main research tool. The sample consisted of 74 students, selected through simple random sampling from a total population of 208 students. The main findings revealed that applied education plays a significant and positive role in building and enhancing educational competencies among field-training students.

Keywords:

Applied Education; Educational Competencies; Field-Training Students.

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1. INTRODUCTION

The world is witnessing a significant revolution in the field of education and learning, making these processes among the most important issues of modern times. With the advancement of educational, social, and psychological studies and the dissemination of scientific results in various fields, societies' perspectives on the role of teachers have evolved and transformed. We find that teachers' roles have multiplied and evolved, especially in this era of rapid progress. Therefore, it is essential to focus on their development and preparation in light of the goals and aspirations that societies pursue in this age of practical advancement (Zaghloul and Al-Sayeh, 2004, P14).

Teachers are the cornerstone of the education system, acting as the driving force that propels learning forward and guides students towards the horizons of knowledge. The success of the educational process is closely linked to the teacher's efficiency, skills, and ability to fulfill their noble mission. Advanced societies prioritize the development of outstanding teachers by providing high-quality educational programs and continuous training programs that contribute to refining their skills and enhancing their capabilities. An efficient teacher is not merely a transmitter of knowledge but also an inspirer, motivator, and guide for their students. They assist students in discovering their talents, developing their skills, and encouraging critical and creative thinking. Thus, investing in teachers is an investment in the nation's future, contributing to the building of an enlightened, cultured generation capable of contributing to the progress and advancement of society.

Teacher preparation is a pivotal starting point in shaping a teacher's personality and humanity, as they bear the responsibilities and tasks of education. Proper preparation is essential to achieving this vital human entity in the life of the community and humanity. The quality of preparation is not merely a matter of slogans and attention but a procedural issue based on scientific foundations. It begins with analyzing the learning task, understanding its components and fundamentals, and determining the professional, psychological, social, and administrative requirements for teacher preparation (Al-Badiri, 2008, P45).

Practical training is a cooperative experience that requires the combined efforts of all concerned parties to effectively achieve its goals. The objectives of

practical training can be optimally achieved when it takes place in a natural educational environment, where the student interacts directly with the course material, students, and teachers. Each party, including the student, professor, supervisor, cooperating professor, and school administration, plays a crucial role in the success of this process. The performance of each party can positively or negatively impact the effectiveness of practical training, emphasizing the importance of cooperation and integration among all parties.

2. Research Problem:

The research problem can be formulated as follows:

2.1 General Research Question:

Do practical training sessions contribute to building and achieving educational competencies among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif2?

2.2 Sub-Questions:

- Do practical training sessions contribute to building and achieving planning skills among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif2?

- Do practical training sessions contribute to building and achieving the skill of explaining and presenting a lesson among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif2?

- Do practical training sessions contribute to building and achieving the skill of managing and organizing a lesson among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif2?

3. General Hypothesis:

Practical training sessions contribute to building and achieving educational competencies among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif2.

3.1 Partial Hypotheses:

- Practical training sessions contribute to building and achieving planning skills among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif2.

- Practical training sessions contribute to building and achieving the skill of explaining and presenting a lesson among field internship students in the



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Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif2.

- Practical training sessions contribute to building and achieving the skill of managing and organizing a lesson among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif2.

4. Study Objectives:

- To identify the effectiveness of practical training in developing and enhancing certain educational competencies among students.

- To recognize some of the educational competencies used by students during practical training sessions, both individually and collectively.

- To identify the main positives and negatives faced by practical training in order to take the necessary measures and make recommendations to the concerned parties to overcome them.

5. Study Importance:

- The importance of this study lies in its focus on the degree to which students acquire educational competencies and teaching skills.

- It sheds light on the methods and approaches adopted by university programs in teaching students educational competencies in practical training.

6. Theoretical Framework of the Study:

6.1 Operational Definition of Practical Training:

Practical training is a set of scientific training programs delivered by a group of specialized professors in the field of sports, under the supervision of physical education and sports institutes at the national level, within a specific time frame. These programs provide an opportunity for students of sports institutes to apply all the knowledge they have gained during their theoretical and practical training in the early years of their studies.

6.2 Operational Definition of Educational Competency:

Educational competency can be defined as a set of skills and abilities possessed by teachers to perform their tasks and roles to the fullest extent. This, in turn, has a positive impact on the educational process. It is achieved through proper preparation, clear planning of lessons, and other activities.

6.3 Operational Definition of Student-Teacher:

A student-teacher is an individual who studies as a student at the Institute of Sciences and Techniques of Physical and Sports Activities. They are trained and

prepared for teaching, training, and performing the technical and administrative functions of a teacher under the supervision and guidance of the educational institution they attend. Although they are considered students as they have not yet completed their studies and graduated from the institute, they are also considered teachers because they have taught several practical sessions in some schools under agreements between the university and the education directorate. Thus, they are both students and teachers simultaneously.

7. Previous Studies:

7.1 Study by Mohamed Gattaf (2015) "The Reality of the Practical Training Unit and the Impact of its Programs on Developing Teaching Competencies among Students of Physical Education and Sports Institutes in Algeria."

Objective of the Study: To reveal the significant relationship between practical training programs and the acquisition and development of teaching competencies among students of the Institute of Sciences and Techniques of Physical and Sports Activities at the University of Laghouat, in light of contemporary educational trends.

Methodology: The researcher employed the correlational descriptive approach.

Data Collection Tools: The researcher constructed two Likert-scale questionnaires to measure the degree of knowledge and the degree of application of the teaching competencies proposed in the study.

Study Sample:

- All second-year bachelor's students - 212 students.
- All third-year bachelor's students - 185 students.

Study Results:

- There is a relationship between practical training programs and the acquisition and development of teaching competencies among students of the Sports Institute at the University of Laghouat, in light of contemporary educational trends.

- There is a relationship between practical training programs and the acquisition of planning skills for physical education and sports lessons by the students in the study sample.

- There is a significant relationship between practical training programs and the acquisition of preparatory skills for physical education and sports lessons by the students in the study sample.



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7.2 Study by Messaoud Bourghda and Mohamed Merbouh (2013)

"Evaluation of Teaching Skills among Students of the Sports Institute at Constantine 2 University."

Objective of the Study: To evaluate the teaching skills of students of Sciences and Techniques of Physical and Sports Activities at Constantine 2 University.

Methodology: Descriptive approach.

Research Tool: Questionnaire.

Sample: Random sample of 115 students studying in the third year of the bachelor's program at Constantine (2) University.

Study Results:

- Students have a good level in the planning axis.
- Students have a good level in the implementation axis.
- Students have a good level in the evaluation axis.
- Students have a good level in the axis of organizing and managing the classroom.

7.3 Study by Rabah Hachani (2018) "The Role of Practical Training Programs in Acquiring Teaching Skills among Students of Institutes of Sciences and Techniques of Physical and Sports Activities."

Objective of the Study: To determine:

- The extent to which the program contributes to acquiring teaching skills among students of institutes of Sciences and Techniques of Physical and Sports Activities.
- The relationship between the practical training program and the indicators of skills (planning, implementation, evaluation, classroom management).
- How practical training contributes to preparing students of institutes of Sciences and Techniques of Physical and Sports Activities, developing their abilities, and elevating the teaching profession.

Research Methodology: Correlational Descriptive Approach.

Study Population: Third-year bachelor's students of the LMD program in Motor Education at Biskra, totaling 204 students.

Study Results:

- The program contributes to acquiring teaching skills among students of institutes of Sciences and Techniques of Physical and Sports Activities, according to the students' and cooperating professors' perspectives.

7.4 Comments on Studies Related to the Research:

Based on the results obtained from the studies related to the research and the suggestions and recommendations they presented regarding practical training programs and their contributions to acquiring teaching competencies, whether knowledge or practices, and whether they were local, Arab, or foreign studies, the researcher found that all studies, in one way or another, aimed to bridge gaps and reduce difficulties faced by users of practical training programs. They also sought to enhance the value of everything that contributes to the success of these programs and provide suitable conditions for all students, future teachers, and professors to develop their abilities, competencies, and theoretical and practical skills. This is in line with the implementation of the educational system's modern curriculum in teaching methods, such as the competency-based approach adopted by most educational systems.

Researchers in most previous similar studies, which were addressed in this study, used the descriptive approach and the questionnaire as a data collection tool. To a lesser extent, they also employed scales and observation.

In general, all studies emphasized the importance of practical training programs, especially micro-teaching and field internships, as they have a significant impact on enhancing students' competencies.

Practical training is an essential means of raising the desired competencies among students, in line with the implementation of the educational system's modern curriculum in teaching methods, such as the competency-based approach.

Understanding some of the difficulties and obstacles that hinder the implementation of practical training programs in reality and attempting to assist supervisors of practical training programs in overcoming them.

8. Study Methodology and Procedures:

8.1 Research Methodology:

In our study, we relied on the analytical descriptive approach to describe the phenomenon and attempt to reach a general and comprehensive conclusion about the studied phenomenon through analysis, which will contribute to revealing a significant relationship between practical training sessions and the acquisition of certain teaching practices by third-year university students. This methodology was chosen as it is the most suitable for the subject under study. The descriptive approach is defined as the method that involves collecting data to test hypotheses



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or answer questions regarding the current state of the study topic (Ghanem and Jad, 2004, P24).

8.2 Study Population and Sample:

The study population consists of all third-year bachelor's students in the L.M.D. program specializing in Physical and Sports Education, totaling 208 students.

The study sample represents a subset of the research population selected by the researcher according to specific criteria, with the aim of accurately reflecting the characteristics of the entire population (Barr, Fedel, 2024 ,P721). We distributed the questionnaires to 100 students using the simple random sampling method, and we received 80 completed questionnaires. After excluding 6 questionnaires for objective reasons, the final sample size was 74 students.

8.3 Research Tool:

After studying the topic and reviewing previous studies and related subjects, as well as consulting a sample of specialists, we concluded that the most suitable tool for collecting information is the questionnaire. (Nadour, Ben haffaf, Massahli, 2025, P326), The questionnaire is considered an effective tool for gathering information, data, and facts. One of its advantages is that it allows for the collection of information from samples with minimal effort and time.

We prepared the questionnaire for our study as follows:

- Axis I: Focuses on the skill of planning a lesson and consists of 6 statements.
- Axis II: Focuses on the skill of explaining and presenting a lesson and consists of 9 statements.
- Axis III: Focuses on the skill of managing and organizing a lesson and consists of 8 statements.

8.4 Tool Validity:

- Initially, we reviewed some previous studies, references, and scales that addressed this topic.
- We attempted to extract and formulate as many statements as possible to measure the educational competencies that we are studying by quoting statements from:

A. Peer Review (Peer Review Validity):

At this stage, the scale was reviewed by professors to measure its apparent validity by presenting it to a group of specialized professors in physical education and sports sciences at the University of Setif 2 and the University of Laghouat.

The aim was to:

- Determine the clarity of the statements.
- Identify repetitive statements that convey the same meaning.
- Delete, modify, or add any item deemed appropriate.
- Assess the suitability of the test for its intended measurement.

B. Content Validity:

- We calculated the internal consistency of the questionnaire's axes, and the results in the table mentioned above indicate that the correlation coefficient value is strong and statistically significant.

Axes	Correlation value	Atatistically Significant
Planning	0,65	Statistically significant
explaining and presenting a lesson	0,80	Statistically significant
managing and organizing a lesson	0,84	Statistically significant

According to the results presented in the table above, we observe that the correlation coefficient value is strong and statistically significant, ranging from 0.65 to 0.84.

To calculate the reliability coefficient, I performed a single application using the Alpha Cronbach method.

Alpha de Cronbach	Sample size
0,822	74

After collecting the initial study data through the responses of the study sample to the questionnaire statements, we processed the data using the statistical software: "Statistical Package for Social Sciences" (SPSS).

We performed the statistical analysis using the following methods:

- Alpha Cronbach's Reliability Coefficient.
- Arithmetic Mean.
- Standard Deviation.
- Frequencies and Percentages.



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9. Presentation and Interpretation of Results:

9.1 To verify the hypothesis that "Practical training sessions contribute to building and achieving planning skills among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif 2"

we refer to Table (01), which presents the frequencies, percentages, arithmetic means, standard deviations, and total scores for the statements in Axis I (Planning)

Statements	Always		Sometimes		Never		standard deviation	Average	Total
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
01	58	78,4	16	21,6	0	0	0,414	2,76	206
02	65	87,8	7	9,5	2	2,7	0,428	2,88	211
03	47	63,5	27	36,5	0	0	0,485	2,64	195
04	42	56,8	30	40,5	2	2,7	0,554	2,54	188
05	61	82,4	6	8,1	7	9,5	0,626	2,73	202
06	52	70,3	18	24,3	4	5,4	0,584	2,65	196

From the previous table, we can observe that the frequency values range from 0 to 65, while the percentage values range from 0 to 87.8. The standard deviation values range from 0.428 to 0.626, and the arithmetic mean values range from 2.54 to 2.88.

Planning in physical education and sports lessons is an essential pre-teaching process and an important educational necessity for students, teachers, and the curriculum. It protects students from the drawbacks of improvisation and



provides them with organized experiences. It also prepares the teacher for a systematic presentation of the lesson and its activities, while remaining linked to the curriculum (Al Diri and Ali, 1993, P47)

Many educators agree on the importance of effective educational planning to ensure a smooth educational process and achieve its desired goals. This planning is based on a deep understanding of the needs and characteristics of learners, taking into account available resources and means. Regardless of the teacher's experience, planning helps them organize the teaching process systematically, enhancing the effectiveness of student learning. Field internship students practice various types of planning, which vary depending on the targeted time period, the amount of course content, and its level of difficulty. Planning can be annual, for a semester, or even for a single unit, while it may be limited to a single lesson. Educational planning goals can vary between short-term, specific behavioral goals, and long-term, comprehensive educational process goals.

Based on the above, the researchers believe that the first hypothesis, which states that "Practical training sessions contribute to building and achieving planning skills among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif 2," has been proven.

9.2 To verify the hypothesis that "Practical training sessions contribute to building and achieving the skill of explaining and presenting a lesson among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif 2,"



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we refer to Table (02), which presents the frequencies, percentages, arithmetic means, standard deviations, and total scores for the statements in Axis II (Explaining and Presenting the Lesson)

Statements	Always		Sometimes		Never		standard deviation	Average	Total
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
07	30	40,5	40	54,1	4	5,4	0,584	2,35	174
08	60	81,1	14	18,9	0	0	0394	2,81	208
09	57	77	15	20,3	2	2,7	0,498	2,74	203
10	32	43,2	34	45,9	8	10,8	0,664	2,32	172
11	61	82,4	11	14,9	2	2,7	0,468	2,80	207
12	41	55,4	28	37,8	5	6,8	0,625	2,49	184
13	22	29,7	50	67,6	2	2,7	0,505	2,27	168
14	39	52,7	33	44,6	2	2,7	0,555	2,50	185
15	33	44,6	33	44,6	8	10,8	0,668	2,34	173

Based on the table, we observe that the frequency values range from 2 to 61, while the percentage values range from 2.7 to 82.4. The standard deviation values vary from 0.39 to 0.78, and the arithmetic mean values range from 2.22 to 2.80. The process of explaining and presenting a lesson is characterized by a simple description that clarifies specific facts related to exercise performance. The explanation should be concise, clear, and understandable during the presentation. It is essential to draw students' attention to the main points and ask them questions to ensure their understanding of the material and enhance their ability to think independently. If the level of explanation is challenging for them, some



demonstrations should be provided to assist in the explanation process (Basyouni, and Al-Shatii, 1992, P82).

Amrullah Ahmed Al-Basiti mentioned that good explanation is based on three fundamental elements:

- 1. Continuity:** The teacher's work should be interconnected and strongly linked from the beginning to the end of the lesson.
- 2. Conciseness and Simplicity:** The teacher should use simple, concise, and grammatically correct linguistic structures during the explanation process.
- 3. Clarity:** Use understandable and commonly accepted terms related to the learning topic (Al-Basiti, 2009, P63).

Given the above, the researchers believe that the second hypothesis, which states that "Practical training sessions contribute to building and achieving the skill of explaining and presenting a lesson among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif 2," has been proven.

9.3 To verify the hypothesis that "Practical training sessions contribute to building and achieving the skill of managing and organizing a lesson among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif 2,"

we refer to Table (03), which presents the frequencies, percentages, arithmetic means, standard deviations, and total scores for the statements in Axis III (Managing and Organizing the Lesson)



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Statements	Always		Sometimes		Never		standard deviation	Average	Total
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
16	34	45,9	38	51,4	2	2,7	0,551	2,43	180
17	59	79,7	13	17,6	2	2,7	0,484	2,77	205
18	33	44,6	39	52,7	2	2,7	0,549	2,42	179
19	29	39,2	41	55,4	4	5,4	0,580	2,34	173
20	42	56,8	27	36,5	5	6,8	0,625	2,50	185
21	50	67,6	18	24,3	6	8,1	0,639	2,59	192
22	32	43,2	33	44,6	9	12,2	0,681	2,31	171
23	66	89,2	8	10,8	0	0	0,313	2,89	214

Based on the table, we observe that the frequency values range from 2 to 66, while the percentage values range from 2.7 to 89.2. The standard deviation values vary from 0.31 to 0.76, and the arithmetic mean values range from 2.22 to 2.89.

Managing and organizing a physical education and sports lesson is not a rigid set of rules that confines students throughout the lesson. It does not necessarily mean students without movement but is based on mutual respect, appreciation of knowledge, and an invitation for the teacher to engage in productive interaction without chaos (Tawaliya, 2009, P79-80).

Successful management and organization of a lesson aim to create interaction with students, leading to positive participation and creating an atmosphere of vitality and activity. This, in turn, encourages students to respect their teacher and accept their guidance with a cheerful spirit and a satisfied mind, enabling them to fulfill their educational duties according to proper methods to achieve educational goals (Al-Rubaie, 2011, P33).

Pierre stated that a modern teacher is one who, through their primary work, can specialize in understanding their children's growth, imagination, and learning processes. They should be able to identify various difficulties in the educational context and possess the ability to solve them to fulfill their scientific duties and roles. (Lotfi, 1979, P128)

Based on the above, the researchers believe that the third hypothesis, which states that "Practical training sessions contribute to building and achieving the skill of managing and organizing a lesson among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif 2," has been proven.

10. Study Conclusions:

The current research was based on the problem of whether practical training sessions contribute to building and achieving educational competencies among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif 2. The study concluded with several results, confirming the validity of the hypotheses proposed for this study, as follows:

- Practical training sessions contribute to building and achieving planning skills among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif 2.
- Practical training sessions contribute to building and achieving the skill of explaining and presenting a lesson among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif 2.
- Practical training sessions contribute to building and achieving the skill of managing and organizing a lesson among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif 2.

Given the confirmation of the validity of the partial hypotheses, it is necessary to confirm the validity of the general hypothesis, which means that practical training sessions contribute to building and achieving educational competencies among field internship students in the Department of Sciences and Techniques of Physical and Sports Activities at the University of Setif 2.

11. Conclusion:

Since practical field training is a practical program implemented according to teaching methods and curricula based on direct practical experience by student-teachers, where they train in various teaching situations, it plays a crucial role in developing educational competencies among students of physical education institutes. It also has a significant impact on the acquisition of these educational practices and enhancing their efficiency. Therefore, we conclude that practical field training plays a significant and important role in acquiring and developing



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educational competencies specific to physical education lessons, including planning and preparation skills, explaining and presenting skills, and managing and organizing skills among third-year students involved in field internships. Through these internships, students become familiar with these competencies, practice them, acquire them, and improve their performance and efficiency.

12. Recommendations and Suggestions:

1. Modern models should be used in practical training, such as the scientific model, the professional model, and the model based on research and inquiry.
2. Students should be carefully selected for physical education institutes, and specialized professors should provide all the necessary knowledge and information to teach student-teachers effectively.
3. Personal and professional competencies of student interns should be developed to make them more knowledgeable, skilled, and proficient in educational situations related to their future profession, such as lesson planning, including setting and formulating goals, and preparing daily logs and notes.
4. Student interns should have the opportunity to demonstrate their skills and teaching abilities and achieve the required "competency level" according to their individual readiness, interests, professional aspirations, and personal abilities.
5. Student interns should participate in various educational and teaching activities beyond teaching.
6. Student interns should be psychologically and informationally prepared before starting their training.
7. Accurate and objective simulation criteria should be established and adopted during evaluation, avoiding self-evaluation based primarily on personal relationships and emotional aspects.

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