

## Level of teaching competencies of the professor of physical education and sports in the intermediate stage in the province of Algiers Central (Gender, professional experience, qualification)

Seoudi mohamed toufik <sup>1</sup>  
University of algiers3, (Algeria)  
seouditoufik@gmail.com

Tabet Mohamed  
University of algiers3, (Algeria)  
h.hand.tabet@hotmail.fr

Received: 01/09/2025

Accepted: 23/10/2025

### Abstract :

Professional competence is essential for physical education and sports teachers in secondary education, as it supports students' academic growth, physical development, and personal formation. It includes cognitive knowledge, pedagogical skills, ethical commitment, and adaptability to learners' diverse needs. Factors such as teaching experience, professional development, and institutional support play a decisive role in enhancing effectiveness. In Algeria, educational reforms emphasize continuous formation and evaluation to improve teaching quality, making the reinforcement of teacher competencies vital to achieving educational goals and societal expectations.

**Keywords:** professional competence, teacher of physical education and sports , pedagogical skills

Article info

<sup>1</sup> seoudi mohamed toufik

## 1. Introduction

The issue of professional competence among secondary school teachers arises in light of the transformations taking place in the education sector. The success of the educational process has become linked to the teacher's ability to combine theoretical knowledge, pedagogical skills, communication abilities, and ethical values. However, field practice often reveals a gap between the theoretical training teachers receive and the development programs proposed, on the one hand, and the requirements of the educational reality, on the other. This raises questions about the effectiveness of continuing education policies and the real factors that influence the level of professional competence of secondary school teachers. Accordingly, the main problem arises in the question of the extent to which secondary school teachers possess the professional competencies necessary to optimally perform their educational and pedagogical roles, and the extent to which these competencies are influenced by variables such as practical experience, academic training, and gender, in addition to the professional and social circumstances within which they work. Hence, the central question arises: To what extent do secondary school teachers possess the required professional competencies, and what are the factors influencing the level of these competencies? Accordingly, the study problem can be defined by answering the following questions:

### General question:

What is the level of professional competence among secondary school physical education and sports teachers?

From this general question, the following questions were posed:

- Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the level of professional competence among secondary school physical education and sports teachers attributed to the gender variable?

- Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the level of professional competence among secondary school physical education and sports teachers attributed to the variable of years of experience?

- Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the level of professional competence among secondary school physical education and sports teachers attributed to the variable of academic qualification?

1- Hypotheses:

The level of professional competence among secondary school physical education and sports teachers is high.

From the general hypothesis, the following partial hypotheses were proposed:

- There are statistically significant differences in the level of professional competence among physical

education and sports teachers attributed to the gender variable.

- There are statistically significant differences in the level of professional competence among physical education and sports teachers attributed to professional experience.
- There are statistically significant differences in the level of professional competence among physical education and sports teachers attributed to academic qualifications.

## 2- Study Objectives:

- To determine the extent of professional competence among secondary school physical education and sports teachers within the Directorate of Education for Central Algiers.
- To highlight the existence of a relationship between the degree of these competencies and some study variables.
- To determine whether there is a statistically significant discrepancy or difference in the responses of the study sample members due to the gender variable.
- To verify the existence of statistically significant differences in the responses of the sample members attributed to differences in years of experience.
- To examine the extent of statistically significant differences in the responses of sample members attributed to differences in academic qualifications.

## 3- Significance of the Study:

It is clear that each study has a significance derived from its core subject matter. The importance of the research lies in the following points:

- Secondary school physical education and sports teachers are a fundamental pillar in shaping the character of good citizens, as they play a pivotal role in educating students at this stage. This highlights the importance of studying their competencies and assessing their level through this research.
- To highlight the various aspects of professional competence possessed by physical education and sports teachers.
- To determine the extent and level of professional competence of secondary school physical education teachers affiliated with the Education Directorate of Central Algiers.
- This research represents a guide and statistical basis for those interested in developing teacher training programs for institutes and training teachers.
- This research opens the door to other studies in the field, if referenced.

#### **4- Defining Terms:**

##### **4-1- Professional Competence:**

The teaching profession requires teachers to possess a set of basic competencies and skills that enable them to perform their roles and responsibilities efficiently. This positively impacts the quality of the educational process as a whole. A teacher's success is not only linked to their possession of knowledge, but also to their ability to effectively communicate it to learners through good lesson planning, advance preparation, and active participation in classroom and extracurricular activities. These competencies also include organizational and communication skills, which are evident in the teacher's behavior inside and outside the classroom, ensuring fruitful educational interaction and a stimulating educational climate for learning (see: Bassama Al-Muslim, p. 31). Researchers define the professional competence of a physical education and sports teacher procedurally as: the set of knowledge and skills possessed by the teacher, which includes the competencies of planning, implementation, evaluation, and classroom management, in addition to personal competence, represented by the score obtained by the examinee according to the competency scale the subject of the current study.

##### **4-1-1- Planning:**

##### **The Concept of Planning:**

Planning in physical education is more than just an organizational process or administrative method; it is the foundation upon which the quality of athletic performance and the effectiveness of educational sessions are built. While planning, in its linguistic sense, refers to outlining or outlining an idea and defining its features, this meaning remains superficial unless it is linked to the dynamic dimension of implementation within the educational and sports environment. On the terminological level, reducing planning to "choosing the best possible solutions to achieve specific goals according to available capabilities" reveals a narrow functional perspective that ignores the nature of educational and sports activities, which require continuous adaptation to the physical, psychological, and social variables of learners. Based on the above, planning should be viewed not as a mere graphic representation of goals and means, but rather as a forward-looking process based on reading the field reality, analyzing the physical and skill needs of students, and accurately estimating educational time. A competent physical education teacher doesn't just plan on paper. They constantly recalibrate the course of the lesson, just as a coach adjusts the game plan during a match based on the progress of the game. Planning becomes a conscious, critical practice that goes beyond prioritizing, but rather re-examines it according to the demands of changing educational and sporting situations. (See: Mustafa Nimr Da'mas, 2009, p. 60.)

##### **4-1-2- Implementation:**

Implementation refers to the critical stage in which the educational vision is translated into tangible field practices. It is the sum of the competencies associated with how the teacher interacts with students, their ability to manage the classroom effectively, their strong command of the scientific and sporting material, and their ability to employ educational and pedagogical methods appropriate to the nature of motor activity. This stage reflects the central question guiding the teacher during practice: How do I teach? And by what means? It is a practical embodiment of the decisions made during the planning phase, where the

content is transformed into performance, and the plan into an educational action within the field. Thus, implementation becomes not only an extension of the previous phase, but also an actual test of the teacher's ability to adapt and adjust the educational pace to suit the variables of the class, the level of the learners, and the circumstances surrounding the classroom and sports environment (Ata Allah Ahmed, 2006, p. 55).

#### **4-1-3- Evaluation:**

Evaluation is an educational process that aims to modify scientific concepts by correcting the distortions in the learner's cognitive and technical competencies, which makes evaluation at the same time a tool for measuring and evaluating the extent of competencies development and a factor in the learner's formation. Educational evaluation, in its broad sense, is an organized process based on measurement, through which a judgment is issued on the thing to be measured in light of the characteristic subject to measurement. In education, the evaluation process is concerned with identifying the extent to which the student has achieved goals and making decisions regarding them. It is also concerned with knowing the change that has occurred in the behavior of the variable and determining the degree and amount of this change (Muhammad Mustafa Al-Absi, 2010, p. 14). Laila Farhat also believes that mathematical evaluation is:

“A process whose goal is to estimate the value of things using appropriate measuring methods to collect data and issue judgments.” (Laila Sayed Farahat, 2005, p. 68), meaning that sports evaluation is a systematic process that aims to estimate the level of sports performance or achievement, through the use of accurate measurement tools to collect and analyze data. It is considered a crucial step in issuing objective judgments that contribute to developing the educational process and improving learners' performance.

#### **4-1-4- Classroom Management:**

Classroom management is an educational process that seeks to achieve organization and control within classrooms with complete efficiency and effectiveness. This is achieved through the teacher's practice of certain tasks and activities that contribute to this, providing a suitable learning environment that aligns with educational objectives.

#### **4-1-5- Personal Competence:**

Ababsa and Al-Zaghloul defined personal competence as "an individual's judgments related to his ability to organize and implement patterns of desired activities to achieve specific levels of performance" (Muhammad Bani: 2010, 416). This definition indicates that an individual's ability to evaluate himself is manifested in his awareness of his self-competence, i.e., his ability to organize his behavior, choose appropriate activities, and implement them effectively with the aim of achieving a specific performance. Through this understanding, it can be concluded that success in performance is not only related to physical skills, but also to the extent to which the individual is aware of his potential and how to utilize it to achieve his goals efficiently and consistently.

#### **4-2- Physical Education and Sports Teacher:**

Procedural Definition: The educational leader who teaches physical education and sports at the secondary level. This is accomplished by conveying educational information and experiences and modifying students' behavior within an organized, systematic framework.

##### **- Procedures for Implementing the Study Tool:**

After completing the final preparation of the study tool, the study sample was determined. The researcher then distributed the study to the relevant teachers. The implementation process proceeded according to the following methods and guidelines:

- 1- A scale was distributed to each teacher.
- 2- Each teacher was asked to carefully read the scale and inquire about any ambiguity.
- 3- The contents of the scale were explained to the teachers and any required clarifications were provided.
- 4- The teachers were asked to complete the scale according to the four-point scale. They were also asked to be accurate and objective when assessing their level of competencies.

#### **9- Study sample and how it was selected:**

The study sample is a subset of the study population, selected in a specific manner, and the study is conducted on them. The results are then used and generalized to the entire study population (Mohammed Obeidat et al., 1998, p. 84). In this study, entitled "The Level of Professional Competence of Physical Education and Sports Teachers in the Secondary Stage in the Central Algiers Province," the sample was selected intentionally by visiting educational institutions and interviewing teachers across the Central Algiers Province. The sample size was estimated at 56 teachers of both genders, varying in age and experience. This sample represented 29.94% of the total research population.

#### **10- Study Methodology:**

In this study, the researcher relied on the descriptive analytical method, considering it the most appropriate for the nature of the subject. This method is based on accurately describing the phenomenon under study, analyzing its data, and clarifying the relationships between its components, in addition to reviewing the opinions associated with it and the implications. This approach is distinguished by its ability to collect, classify, and tabulate data, then process it analytically, allowing for the extraction of scientific conclusions that help understand and develop the reality under study. This approach was employed to identify the level of teaching competencies among physical education and sports teachers and to investigate the nature of their relationship with relevant variables such as professional experience, gender, and academic qualifications.

#### **11- Method of statistical analysis and processing:**

- Arithmetic mean - Standard deviation - T-test to calculate differences - Probability value (Sig) - Variance test (F).

After collecting the data, it was processed using SPSS version 20 "Statistical Package for Social Sciences" (Khamis Taam Allah, 2004, p. 213).

## 12- Presentation, analysis, interpretation, and discussion of the study results:

12-1- Presentation, analysis, interpretation, and discussion of the results of the first hypothesis: "The level of professional competence among physical education and sports teachers in the province of Algiers is medium-high." To answer this question, the arithmetic means and standard deviations were extracted for the items of the instrument as a whole, and the results were as shown in the following table:

**Table No. (5): Represents the arithmetic means and standard deviations of professional competence arranged in descending order**

| Rank | Level | No | Item                                                                                     | Mean | Std. Dev. |
|------|-------|----|------------------------------------------------------------------------------------------|------|-----------|
| 1    | High  | 24 | Uses methods that ensure students' safety and security.                                  | 3.86 | 0.40      |
| 2    | High  | 33 | Creates a classroom atmosphere of friendliness, harmony, and respect among students.     | 3.86 | 0.35      |
| 3    | High  | 7  | Designs educational activities based on the available resources in the school.           | 3.79 | 0.49      |
| 4    | High  | 36 | Accepts students' mistakes and works on guiding them.                                    | 3.73 | 0.55      |
| 5    | High  | 10 | Manages the lesson based on the available resources in the school.                       | 3.70 | 0.63      |
| 6    | High  | 14 | Considers students' good performance, reinforces it, and corrects incorrect performance. | 3.70 | 0.50      |
| 7    | High  | 18 | Presents the activity clearly and in a logical sequence.                                 | 3.70 | 0.46      |
| 8    | High  | 39 | Shows politeness in speech and can handle critical situations effectively.               | 3.64 | 0.616     |
| 9    | High  | 2  | Uses summative assessment at the end of each learning situation.                         | 3.63 | 0.67      |
| 10   | High  | 8  | Selects activities that match students' abilities.                                       | 3.63 | 0.62      |
| 11   | High  | 32 | Organizes activities according to term and annual plans.                                 | 3.63 | 0.59      |
| 12   | High  | 19 | Uses methods that instill good social values in students.                                | 3.61 | 0.56      |
| 13   | High  | 6  | Identifies a variety of tools, devices, and materials.                                   | 3.59 | 0.59      |
| 14   | High  | 35 | Responds to students' questions and inquiries with openness.                             | 3.57 | 0.759     |

**Level of teaching competencies of the professor of physical education and sports in  
the intermediate stage in the province of Algiers Central  
(Gender, professional experience, qualification)**

|    |          |    |                                                                                        |      |       |
|----|----------|----|----------------------------------------------------------------------------------------|------|-------|
| 15 | High     | 9  | Considers individual differences among students by gender and abilities.               | 3.55 | 0.58  |
| 16 | High     | 23 | Uses methods that apply a gradual approach from simple to complex concepts.            | 3.55 | 0.78  |
| 17 | High     | 37 | Provides words of thanks and encouragement to students from time to time.              | 3.55 | 0.685 |
| 18 | High     | 42 | Can perform physical skills well and maintain them with age.                           | 3.55 | 0.658 |
| 19 | High     | 43 | Believes in honesty, trusts oneself, and stays confident while providing information.  | 3.55 | 0.658 |
| 20 | High     | 41 | Acts as a good role model in behavior and appearance for students.                     | 3.54 | 0.713 |
| 21 | High     | 38 | Can build students' self-confidence and help them realize and utilize their potential. | 3.52 | 0.738 |
| 22 | High     | 11 | Uses teaching methods appropriate for students.                                        | 3.50 | 0.60  |
| 23 | High     | 25 | Uses methods that guide students' activities and engage them in lessons.               | 3.48 | 0.73  |
| 24 | High     | 44 | Shows patience, tolerance, integrity, dedication, and good judgment at work.           | 3.46 | 0.66  |
| 25 | Moderate | 5  | Sets achievable goals within the allotted lesson time.                                 | 3.39 | 0.75  |
| 26 | Moderate | 40 | Empathizes with students and shares their emotional situations.                        | 3.39 | 0.705 |
| 27 | Moderate | 4  | Chooses goals suitable for students' developmental stages.                             | 3.38 | 1.77  |
| 28 | Moderate | 31 | Respects individuality when conducting assessments.                                    | 3.36 | 0.883 |
| 29 | Moderate | 1  | Considers continuity in students' assessment.                                          | 3.34 | 0.90  |
| 30 | Moderate | 20 | Derives specific learning objectives from general objectives.                          | 3.34 | 0.79  |
| 31 | Moderate | 26 | Uses methods that help motivate students.                                              | 3.34 | 0.61  |
| 32 | Moderate | 3  | Prepares a daily lesson plan to achieve specific objectives.                           | 3.29 | 0.90  |

|                      |          |    |                                                                                       |      |       |
|----------------------|----------|----|---------------------------------------------------------------------------------------|------|-------|
| 33                   | Moderate | 27 | Sets suitable criteria to evaluate students' performance in skill and physical tests. | 3.21 | 1.05  |
| 34                   | Moderate | 30 | Applies appropriate assessment methods to measure achievement of objectives.          | 3.21 | 0.88  |
| 35                   | Moderate | 12 | Diversifies assessment methods to match learning objectives.                          | 3.18 | 0.95  |
| 36                   | Moderate | 21 | Uses a practical demonstration during lessons.                                        | 3.18 | 0.78  |
| 37                   | Moderate | 28 | Varies teaching methods according to educational objectives.                          | 3.18 | 0.75  |
| 38                   | Moderate | 13 | Links physical education content to scientific knowledge.                             | 3.14 | 0.86  |
| 39                   | Moderate | 22 | Uses methods that allow students to express their opinions freely.                    | 3.13 | 0.74  |
| 40                   | Moderate | 29 | Uses standardized and specific tests for skills and physical fitness.                 | 3.00 | 1.044 |
| 41                   | Moderate | 17 | Helps students link previously learned sports skills to new skills.                   | 2.96 | 0.76  |
| 42                   | Moderate | 34 | Allows students to suggest solutions and ideas for certain exercises and activities.  | 2.95 | 0.923 |
| 43                   | Moderate | 16 | Asks appropriate questions that stimulate thinking and creativity.                    | 2.82 | 0.78  |
| 44                   | Moderate | 15 | Uses suitable audiovisual teaching aids.                                              | 2.63 | 1.08  |
| Overall Competencies |          |    |                                                                                       | 3.43 | 0.74  |

It is observed from **Table (5)** that the range of arithmetic means for teachers' possession of professional competencies varies between **(3.86 – 2.63)**, and that the standard deviation of these competencies ranges between **(0.40 – 1.08)**. The table also indicates that the **overall arithmetic mean** for teachers' possession of all competencies is **(3.43)** with a **standard deviation of (0.74)**.

The table further shows that the degree of teachers' possession of professional competencies was **high in most**

It also shows that the agreement level regarding their possession of **assessment competency** was high in **24 statements** included in the research tool, which are:

1. Uses methods that ensure students' safety and security.

2. Creates a classroom atmosphere of friendliness, harmony, and respect among students.
3. Designs educational activities based on the available resources in the school.
4. Accepts students' mistakes and works on guiding them.
5. Manages the lesson based on the available resources in the school.
6. Considers students' good performance, reinforces it, and corrects incorrect performance.
7. Presents the activity clearly and in a logical sequence.
8. Shows politeness in speech and can handle critical situations effectively.
9. Uses summative assessment at the end of each learning situation.
10. Selects activities that match students' abilities.
11. Organizes activities according to term and annual plans.
12. Uses methods that instill good social values in students.
13. Identifies a variety of tools, devices, and materials.
14. Responds to students' questions and inquiries with openness.
15. Considers individual differences among students by gender and abilities.
16. Uses methods that apply a gradual approach from simple to complex concepts.
17. Provides words of thanks and encouragement to students from time to time.
18. Can perform physical skills well and maintain them with age.
19. Believes in honesty, trusts oneself, and stays confident while providing information.
20. Acts as a good role model in behavior and appearance for students.
21. Can build students' self-confidence and help them realize and utilize their potential.
22. Uses teaching methods appropriate for students.
23. Uses methods that guide students' activities and engage them in lessons.
24. Shows patience, tolerance, integrity, dedication, and good judgment at work.

With arithmetic means ranging between (3.86 – 3.46), which indicates a **high level**.  
The highest competency was **“Uses methods that ensure students' safety and security”** with an arithmetic mean of (3.86).

The lowest among the high-level competencies was **“Shows patience, tolerance, integrity, dedication, and good judgment at work”** with an arithmetic mean of (3.46).

The table also shows that the agreement level regarding teachers' possession of competencies was at a **moderate level** in the remaining items included in the study tool, which are:

1. Sets achievable goals within the allotted lesson time.
2. Empathizes with students and shares their emotional situations.
3. Chooses goals suitable for students' developmental stages.
4. Respects individuality when conducting assessments.
5. Considers continuity in students' assessment.
6. Derives specific learning objectives from general objectives.
7. Uses methods that help motivate students.
8. Prepares a daily lesson plan to achieve specific objectives.
9. Sets suitable criteria to evaluate students' performance in skill and physical tests.
10. Applies appropriate assessment methods to measure achievement of objectives.
11. Diversifies assessment methods to match learning objectives.
12. Uses a practical demonstration during lessons.
13. Varies teaching methods according to educational objectives.
14. Links physical education content to scientific knowledge.
15. Uses methods that allow students to express their opinions freely.
16. Uses standardized and specific tests for skills and physical fitness.
17. Helps students link previously learned sports skills to new skills.
18. Allows students to suggest solutions and ideas for certain exercises and activities.
19. Asks appropriate questions that stimulate thinking and creativity.
20. Uses suitable audiovisual teaching aids.

The highest mean in this group was for the statement “**Sets achievable goals within the allotted lesson time**” with an arithmetic mean of (3.39), while the lowest was for the statement “**Uses suitable audiovisual teaching aids**” with an arithmetic mean of (2.63).

**Table (6): Arithmetic Means and Standard Deviations of the Scale Dimensions**

| Dimensions                  | Arithmetic Mean | Standard Deviation | Rank     | Level           |
|-----------------------------|-----------------|--------------------|----------|-----------------|
| <b>Classroom Management</b> | <b>3.53</b>     | <b>0.66</b>        | <b>1</b> | <b>High</b>     |
| <b>Personal Competence</b>  | <b>3.52</b>     | <b>0.66</b>        | <b>2</b> | <b>High</b>     |
| <b>Planning</b>             | <b>3.50</b>     | <b>0.80</b>        | <b>3</b> | <b>High</b>     |
| <b>Implementation</b>       | <b>3.35</b>     | <b>0.68</b>        | <b>4</b> | <b>Moderate</b> |
| <b>Assessment</b>           | <b>3.27</b>     | <b>0.91</b>        | <b>5</b> | <b>Moderate</b> |
| <b>Overall Tool Score</b>   | <b>3.43</b>     | <b>0.74</b>        | <b>/</b> | <b>/</b>        |

It is evident from the table that the **Classroom Management dimension** ranked first with an arithmetic mean of (3.53) and a standard deviation of (0.66). The **Personal Competence dimension** came second with an arithmetic mean of (3.52) and the same standard deviation of (0.66). The **Planning dimension** ranked third with an arithmetic mean of (3.50) and a standard deviation of (0.80), while the **Implementation dimension** came fourth with an arithmetic mean of (3.35) and a standard deviation of (0.68). The **Assessment dimension** ranked last with an arithmetic mean of (3.27) and a standard deviation of (0.91).

This indicates that **physical education teachers in secondary schools generally possess a high level of professional competence.**

The statistical analysis interpreting the first hypothesis revealed that teachers possess professional competence at a **high overall level**, with a general arithmetic mean of (3.43). The **Classroom Management dimension** ranked first with a high arithmetic mean of (3.53), which can be attributed to teachers’ ability to establish an atmosphere of friendliness, harmony, and respect among students. This competence reflects their understanding of students’ psychological and social characteristics and their grasp of classroom group dynamics. Their openness to students’ mistakes and willingness to guide them indicate high psychological and social competence. Teachers’ responsiveness to students’ questions and inquiries also reflects their strong academic competence. Additionally, their ability to provide words of thanks and encouragement is linked to their understanding and application of feedback principles.

Furthermore, teachers demonstrate the ability to boost students’ self-confidence, helping them recognize and leverage their potential. This is largely due to teachers’ psychological flexibility, which enables them to channel adolescents’ strong energy into positive, constructive behavior that strengthens their personalities.

The Personal Competence dimension ranked second with an arithmetic mean of (3.52), also indicating a high level. This result is attributed to teachers’ politeness and adaptability in difficult

situations, demonstrating strong and flexible personalities. Their ability to perform physical skills effectively and maintain them over time reflects their physical competence. High levels of confidence, honesty, and

composure further point to the solid preparation and readiness they acquired through professional training at specialized institutes. Teachers' status as role models in both behavior and appearance also plays a role, as they understand the importance of presentation in gaining students' respect. Moreover, qualities such as patience, tolerance, integrity, and dedication reflect their adherence to the ethical code of the teaching profession.

The Planning dimension came in third with a high arithmetic mean of (3.50). This indicates teachers' ability to utilize available institutional resources effectively, demonstrating practical awareness of the needs of the educational context. Effective use of available resources is a key factor in ensuring smooth lesson delivery. This high level of planning competence is also linked to teachers' ability to create precise, well-organized semester and annual plans, which reflects clear vision and structured instructional pathways. Their careful selection of activities suited to students' abilities, along with the appropriate use of teaching tools and strategies, highlights their adaptability and effective use of didactic methods to achieve pedagogical objectives.

Researchers attribute these high levels of competence in planning, classroom management, and personal skills primarily to the quality of theoretical and practical training provided by physical education institutes and colleges nationwide, as well as the professional development programs and study days organized by subject inspectors at the regional level.

These findings are consistent with those of (Waleed Bin Maatouk Mohamed Zafrani (2008), where 91 sub-competencies were rated as highly significant, achieving a high arithmetic mean of (4.91).

Regarding execution competencies, which ranked fourth with an average score of 3.35 (moderate level), this result is considered acceptable given the challenging environmental conditions. Most class times coincide with rainy weather, and the third term is relatively short. This situation leads to a reduction in the number of instructional units, creating instructional disruptions and forcing teachers to cancel some units despite directives from the supervising authorities to complete the full program. Nevertheless, the results obtained from the scale tool showed moderate performance, with teachers excelling in several specific competencies covered by the items in the scale.

As for evaluation competencies, which came last in the fifth position with an average score of 3.27 (moderate level), researchers attribute this to the inability to complete the full learning unit due to the previously mentioned circumstances. Teachers assess only what they have actually covered, which somewhat contradicts the program set by the supervising authority. It would be unreasonable to evaluate an activity that was not fully taught — students would not have reached the level necessary for evaluation, nor would teachers be ready to assess skills and abilities that were not trained. Despite this, the overall results obtained from the scale show that teachers demonstrated moderate adaptability to these challenging conditions.

These findings align with those of **Tayeb Mohamed (2003)**, which concluded that teachers' execution competencies were generally satisfactory.

## 12-2. Presentation, Analysis, Interpretation, and Discussion of the Second Hypothesis

"There are statistically significant differences in the level of professional competence of physical education teachers at the secondary level attributed to the gender variable."

A **t-test** was used to determine the presence of differences in responses according to gender. The results are shown in the table below:

**Table 7: T-test results for the significance of differences in overall competency scores according to the gender variable.**

| Statistical Variables | Mean  | Standard Deviation | Calculated T-value | Sig. (p-value) | Statistical Decision       |
|-----------------------|-------|--------------------|--------------------|----------------|----------------------------|
| Males (n=43)          | 14.99 | 13.04              | 0.140              | 0.889          | No significant differences |
| Females (n=13)        | 14.93 | 9.09               |                    |                |                            |

Sample size: **56**

Significance level: **0.05**

df = **54**

The table shows that the mean score for male teachers (**14.99**) is almost identical to that of female teachers (**14.93**), with relatively close standard deviations (**13.04** and **9.09**, respectively). The **p-value (0.889)** is greater than the significance level (0.05), indicating that there are **no statistically significant differences** in the overall competency levels based on gender.

The statistical analysis results associated with the second hypothesis confirm the absence of significant gender-based differences in the professional competence levels of secondary school physical education teachers. Since the p-value (**Sig = 0.88**) exceeds the adopted significance threshold (**0.05**), the **null hypothesis** — stating no statistically significant differences exist — is accepted, while the alternative hypothesis is rejected.

This finding suggests that **gender is not a determining factor** in the level of professional competence within this sample.

Researchers conclude that both male and female teachers can perform their roles equally effectively in teaching physical education at the secondary level, due to similar training conditions — whether academic, practical, or professional. They also note that both genders now work in mixed institutions under the same administrative, pedagogical, and environmental conditions. Consequently, **professional competence is not affected by gender**, a conclusion that aligns with the findings of **Bassam Abdullah Masmar (2002)**.

## 12-3. Presentation, Analysis, Interpretation, and Discussion of the Third Hypothesis

"There are statistically significant differences in the level of professional competence of physical education teachers at the middle school level attributed to years of experience."

A **t-test** was used to identify possible differences in responses based on the experience variable. The results are presented in the following table:

**Table 8: T-test results for the significance of differences in overall competency scores according to years of experience.**

| Statistical Variables    | Mean  | Standard Deviation | Calculated T-Value | Sig. (p-value) | Statistical Decision       |
|--------------------------|-------|--------------------|--------------------|----------------|----------------------------|
| 1–5 years (n=38)         | 14.88 | 13.41              | -0.955             | 0.344          | No significant differences |
| More than 5 years (n=18) | 15.22 | 9.73               |                    |                |                            |

### 12-3. Presentation, Analysis, Interpretation, and Discussion of the Third Hypothesis

"There are statistically significant differences in the level of professional competence among physical education teachers in middle schools, attributed to years of experience."

**Sample size:** 56

**Significance level:** 0.05

**df:** 54

The table above shows that the mean score of physical education teachers with less than five years of experience is **14.88** (standard deviation **13.41**), while those with more than five years of experience scored a mean of **15.22** (standard deviation **9.73**). The p-value (**Sig = 0.344**) exceeds the adopted significance level (**0.05**), indicating **no statistically significant differences** in the level of professional competencies attributed to years of experience.

Statistical analysis of the third hypothesis supports this conclusion: the overall p-value for the professional competence scale (**0.34**) is greater than the significance threshold (**0.05**). Thus, the **null hypothesis** — stating no significant differences exist — is accepted, and the alternative hypothesis is rejected.

However, an interesting **exception** emerged in the **evaluation competency** dimension, where statistically significant differences were found **in favor of teachers with more than five years of experience**. The p-value here was **0.01**, which is below the significance level (**0.05**), suggesting that accumulated experience positively affects the evaluation skills of physical education teachers. This highlights the importance of **time and experience** in refining professional practices in the educational field.

Researchers attribute the absence of differences in other areas — such as planning, execution, classroom management, and personal competence — to the fact that the experience levels of teachers with more

than five years of service are not vastly different from those with less than five years. They also point out that the **new generation of physical education teachers** demonstrates a high level of professionalism, supported by the **wide availability of educational resources** and opportunities for **interaction with peers**, both locally and internationally, facilitated by modern information technologies and communication tools.

Additionally, the **quality of academic and practical training** in university institutes has improved significantly, reducing the gap between newer and more experienced teachers.

As for the evaluation competency differences favoring more experienced teachers, researchers suggest that this may stem from the **subjectivity of evaluation** and the tendency of veteran teachers to rely on **traditional goal-oriented methods** of assessment, while the current curriculum recommends a **competency-based approach**.

#### 12-4. Presentation, Analysis, Interpretation, and Discussion of the Fourth Hypothesis

"There are statistically significant differences in the level of professional competence among physical education teachers in secondary schools attributed to their academic qualification."

**Table 9: Results of the One-Way ANOVA for differences in overall professional competence scores based on academic qualification.**

| Source of Variation | Sum of Squares | Degrees of Freedom | Mean Square | F-Value | Sig. (p-value) |
|---------------------|----------------|--------------------|-------------|---------|----------------|
| Between Groups      | 65.759         | 2                  | 32.879      | 0.209   | 0.812          |
| Within Groups       | 8333.795       | 53                 | 157.241     |         |                |
| Total               | 8399.554       | 55                 |             |         |                |

**Significance level:** 0.05

**Statistical Decision:** No significant differences

The results in Table 9 indicate that the p-value (**Sig = 0.81**) exceeds the significance threshold (**0.05**), demonstrating that there are **no statistically significant differences** in professional competence levels among secondary school physical education teachers based on academic qualification. Statistical analysis of the fourth hypothesis confirms this finding, showing that academic qualification is **not a determining factor** in professional competence. Therefore, the **null hypothesis** is accepted, and the alternative hypothesis is rejected.

Researchers explain these results by pointing to the **similarity in academic and professional training** among graduates of physical education institutes, whether trained under the **classical system** or the **LMD (Licence-Master-Doctorate)** system. In both cases, students receive comparable **theoretical knowledge, micro-teaching sessions, and practical field training** at the end of each academic phase.

Additionally, newly recruited teachers participate in **continuous professional development programs** led by specialized trainers with unified educational backgrounds. The relative **homogeneity in**

the age group of the sample further contributes to similar results in the professional competence scale.

Thus, it can be concluded that **academic qualification alone is not a decisive factor** in determining professional competence. Instead, **practical training and continuous field experience** play a more significant role in shaping effective professional practices.

### General Conclusion of the Study

Based on the objectives of the study, its methodological steps, and the statistical findings compared with previous research in the field, the researchers reached several key conclusions:

- **High professional competence:** Physical education teachers at the secondary level demonstrate a high level of professional competence, reflecting their strong readiness to perform teaching and training tasks effectively within the school environment.
- **No gender-based differences:** There were **no statistically significant differences** (at  $\alpha \leq 0.05$ ) in professional competence levels attributed to gender, indicating balanced educational performance between male and female teachers.
- **Experience not a determining factor:** No statistically significant differences were observed based on years of experience, suggesting that **professional performance relies more on the quality of training and preparation than on years of service**.
- **No significant differences by academic qualification:** Professional competence levels did not vary significantly according to academic qualification, which indicates that the training outputs of teacher preparation institutions are comparable, whether from the **classical system** or the **LMD system**.

These results highlight that the **key factors ensuring a high level of professional competence** are not limited to individual characteristics such as age, gender, or qualification. Instead, they are more strongly tied to the **practical application of pedagogical skills**, the **quality of initial training**, and **continuous professional practice**.

### Recommendations

- Utilize the **professional competence checklist** developed by the researchers in **evaluation visits** conducted by educational inspectors, as well as for teachers' self-assessment, and integrate it into **in-service teacher training programs**.
- Incorporate the identified **professional competence dimensions** into the **theoretical and practical training modules** for students in physical education and sports science institutes.
- Organize **study days and workshops** led by subject supervisors focusing on teacher competencies, based on the list of competencies developed by the study.
- Conduct **future studies** to further investigate the actual levels of professional competence among physical education teachers, explore new dimensions of competence, and critically assess or expand on the findings of this research when needed.

## References

### Books

1. Khamis Taam Allah, *Research Methods and Tools in Social Sciences*, University Publishing Center, Tunisia, 2004.
2. Zakia Ibrahim Kamel et al., *Teaching Methods in Physical Education*, Dar Al-Wafaa for Printing and Publishing, Vol. 1, 1st ed., Alexandria, 2007.
3. Salah Ahmed Murad, Fawzia Hadi, *Scientific Research Methods: Designs and Procedures*, Dar Al-Kitab Al-Hadith, 1st ed., Cairo, 2012.
4. Obeidat, Mohammad et al., *Scientific Research Methodology: Rules, Stages, and Applications*, Dar Wael Publishing, Amman, 1999.
5. Ataallah Ahmed, *Teaching Methods in Physical Education and Sports*, University Publications Office, 2006.
6. Laila Sayed Farhat, *Measurement and Testing in Physical Education*, Markaz Al-Kitab Publishing, Cairo, 3rd ed., 2005.
7. Mohamed Mostafa Al-Absi, *Authentic Assessment in the Teaching Process*, Dar Al-Maseera, Amman, Jordan, 2010.
8. Mostafa Hussein Bahi, Faten Zakaria Al-Nimr, *Introduction to Physical Education*, Markaz Al-Kitab Publishing, Egypt, 1st ed., 2002.
9. Milhem Sami Mohamed, *Psychology of Learning and Teaching*, Dar Al-Maseera, Amman, Jordan, 2007.

### Journals

1. Basama Al-Musallam, *Competencies of Primary School Teachers in Kuwait (A Comparative Study)*, Journal of Education and Development, Year 2.
2. Mohamed Bani Khalid, *Academic Adaptation and Its Relationship with General Self-Efficacy among Students of the Faculty of Educational Sciences at Al al-Bayt University*, An-Najah University Journal for Research (Human Sciences), Vol. 24, Issue 2, p. 416, Jordan, 2010.
3. Abdulaziz bin Rashid Al-Najadi, *Teaching Competencies Required for Middle School Art Teachers*, Journal of Education, Faculty of Education, Kuwait University, Vol. 10, Issue 39, 1996.

### Theses

1. Waleed bin Maatouq Mohamed Zafrani, *The Educational Competencies Needed by Physical Education Teachers from the Perspective of Supervisors and School Principals in Makkah*, Master's Thesis, Umm Al-Qura University, Saudi Arabia, 2007.
2. Tayeb Mohamed, *Evaluating the Teaching Performance of Middle School Physical Education Teachers*, Master's Thesis in Theory and Methodology of Physical Education, University of Algiers, 2003.