TURKISH JOURNAL OF SPORT AND EXERCISE
www.turksportexe.org
Year: 2013 - Volume: 15 - Issue: 2 - Pages: 16-20
ISSN: 2147-5652

Teaching competencies of physical education teachers in primary education (comparative study between accredited and non-accredited schools)

Khaled Thabet AWAD[1], Ahmed Ibrahim EID[2]

[1]*Department of Curriculum and Teaching Methods of Physical Education, Faculty of Physical Education, Port Said University,Port Said, Egypt (e-mail: dr73kh@gmai.com).*
[2] *Director of Quality Measurement at the Directorate of Education, University of Port Said, Port Said, Egypt.*

Abstract

This study aims at comparing the level of teaching competencies of physical education teachers in both Primary Education phases in accordance with (gender, educational level, quality of educational accreditation), using descriptive survey method.The study sample included 160 male and female physical education teachers from the accredited and non-accredited schools in primary education in Port said, Ismailia, Suez, and Sharkia governorates. They have been randomly chosen, and divided into basic sample involving 120 male and female teachers and exploratory sample involving 40 teachers. The most important results is There are statistically significant differences between accredited and non-accredited schools in the level of teaching competencies of physical education teachers in favor of physical education teachers in the accredited.

Keywords: Teaching, physical education, primary education, accredited, non-accredited schools.

INTRODUCTION

Educational institutions have shown their interest in the application of curriculum in the field of education to get a better quality of learning and to access to educational and learning outcomes of learners who have a better ability to compete and achieve the aspirations and ambitions of the community. School Physical Education, in the various phases of education in general and primary education in particular, is one of the components of the educational system as it is an integral part of the whole program of the institutional education of the state. All curricula, courses, and subjects, including school physical education, have been subject to waves of development and changes due to the repercussions of contemporary political, social, and cultural events resulting in a comprehensive change of the educational philosophy of the Arab Republic of Egypt. Both researchers suggest that the most importantdutiesof physical education teacher towards learners, himself, the school, and the community, are to prepare and rehabilitate himself to positively, effectively, and persistently participate. He should also possess the minimum standard levels to achieve the requirements for getting the educational accreditation in order to receive what he deserves in the future of appropriate position, suiting the educationally effective roles he plays at the school. These roles are as much important as those are played by teachers in other disciplines. Based on the foregoing, and through both researchers' acquaintance of literature of the quality and teaching competencies of physical education teachers, and some related studies, such as: Wendy (9), Kasky (6), Markus (11), Landin (10), Kilbr (8), Shanavaz (12), Shehu and Mokgwathi (13), Al-Sharif (1), Bhargava and Paty (4), Harris el al. (5), Khatoon el al. (7), Aminudin (2), Attalah (3), Stojanovicand and Zdravkovic (14). Previous experience in the field of teaching physical education, as well as communication with some of the external auditors of National Authority of Quality Assurance and Accreditation of education, they noticethat although the establishment law of the authority has been issued for so long, no studies have been conducted to compare the teaching competencies of Physical Education teachers of either accredited or non-accredited primary schools

despite the utmost importance. Researchers have, therefore, an extreme desire to conduct this study because of what settled in their consciences of its importance.. The study aims at comparison between the level of teaching competencies of physical education teachers in both primary education levels in accordance with (the gender, the educational stage, the quality of educational accreditation).

MATERALS & METHODS

Both researchers used the descriptive survey method because of its relevance to the nature of the study. Research Population included Physical Education teachers in primary education accredited and non-accredited schools approved and non-approved 2012-2013 in Port Said, Ismailia, Suez, and Sharkia governorates. The Study sample included 160 Physical Education teachers of both gender of primary education of accredited and non-accredited schools. They were selected randomly involving 120 teachers as a core sample, and 60 teachers of the accredited schools representing 37.5% of the research population; in addition, 40 teachers as an exploratory sample. Both researchers has designed a questionnaire to identify the teaching competencies of physical education teachers in the accredited and non-accredited schools in both primary education phases. This has been done according to Studying educational literature in the field of TQM and Physical Education (physical education teacher, his/her preparation, and duties, roles, competencies) and Exploring the opinion of 5 experts in the field of Curriculum and Teaching Methods in teaching competencies that must be provided in good physical education teacher, and the percentage of indicators when interpreting the results.

Both researchers, in light of the previous stages, confined physical education teacher competencies, which had been classified and divided into 6 aspects, namely, (planning, implementation, evaluation, teaching aids, teaching methods, and environmental awareness). The total number of competencies was 244, were divided according to the six aspects as follows:: Planning field is 56 competencies, implementation field is 97 competencies, evaluation field is 29 competencies, the field of teaching aids is 14 competencies, teaching methods field is 16 competencies, and environmental awareness field is 12 competencies based on experts' opinions in curricula and teaching methods of physical education and the relative importance of planning 21%, implementation 27%, evaluation 20%, teaching aids 12%, teaching methods 10%, and environmental awareness 10%. Both researchers presented the questionnaire involved six aspects with a total of 224 competencies for experts of 5 arbitrators, having knowledge and experience in the field of curricula and teaching methods of physical education, in order to ensure the validity of the questionnaire.

They have been asked to determine the extent of representation, the ability, appropriateness, accuracy, clarity of each phrase of the teaching competencies of the various fields of the questionnaire. Both researchers have been satisfied of 80%, as a minimum limit, to accept the validity of the questionnaire, which was modified to become in its final form involved 96 phrases as follows: The field of evaluation is 20 competencies, the field of implementation is 26 competencies, the field of evaluation is 19 competencies, the field of teaching aids is 11 competencies, the field of teaching methods is 10 competencies, and the field of environmental awareness is 10 competencies. Both researchers made a decision after presenting a proposal of the following levels in the interpretation of the results for the experts. They agreed, with a percentage of 100%, and finally decided on the indicators of interpretation of the results through the evaluation of: 90% to 100% means very high level, and from 75% to less than 90% means high, from 65% to less than 75% means medium, from 50% to less than 65% low, less than 50% means very low level. Both researchers applied the questionnaire on an exploratory sample of 40 teachers of both gender from the research population and outside the basic sample. They then calculated the correlation coefficients between each phrase and the field that it belongs to, and calculated the correlation coefficients between each field and the questionnaire. The results of scoping study indicated that: The correlation coefficients between all phrases of the questionnaire and the aspect that it belongs to has been limited between 0.354, 0.908 at a statistically significant level 0.01, all of them are statistically significant, which indicates content validity of this aspectand Correlation coefficients between all aspects and the total score of the questionnaire has been limited between 0.677, 0.964 at a statistically significant level of 0.01, all of them are statistically significant, suggesting content validity of the questionnaire. The value of reliability coefficient of the aspects ranged between 0.644, 0.936

and the questionnaire 0.973, which indicates a high degree of reliability of the questionnaire.

RESULTS

Table 1 indicates that there are no statistically significant differences in the level of teaching competencies of physical education teachers between both primary and preparatory phases. The calculated t-value ranged between 0.163,1.755, and with a significant level between 0.871, -0.082. All of them are greater than the level of significance 0.05, except for teaching aids competencies where calculated t-value is 2.193 and with a significant level of 0.030. It is then smaller than the level of significance 0.05, which indicates that there are statistically significant differences between the level of Physical Education teachers in teaching aids competencies in both primary and preparatory phases in favor of the primary phase.

Both researchers believe that these results are attributed to the exposure of Physical Education teachers in primary and preparatory levels to the same in- service educational policies, training, and refining programs. On the contrary, the difference of the level between the two phases in the competencies of teaching aids in favor of primary teachers, is due to the adoption of primary schools to community participation and self-funding sources, which significantly contributed to provide some technological means and prepare laboratories much better than the preparatory level. This had a positive impact on encouraging physical education teachers to pay attention to these competencies and providing a suitable environment to achieve a better level.

Table 2 indicates that there are no statistically significant differences between the levels of physical education teachers in teaching competencies in both primary education phases. Calculated t-value ranged between 0.106, 0.932, and the significant level was between 0.353, 0.916. All has been greater than the significant level of 0.05, except environmental awareness competencies where calculated t-value is 2.186 and the level of significance is 0.031, which is smaller than the level of significance 0.05. This indicates that there are statistically significant differences between the level of Physical Education teachers in environmental awareness competencies in both primary education phases in favor of teachers. Both researchers suggests that these results are attributed to the exposure of both teachers' genders to all the educational circumstances and experiences, either pre-service or in-service, except for the environmental awareness competencies. Male teachers exceeded female ones due to some society restrictions of customs and tradition imposed on female teachers, which may have a negative impact on their ability to adequately integrate and communicate in society and gain field experience similar to male teache.

Table1. Significant differences between the level of teaching competencies in accordance with the kind of phase.

S	Competencies	Primary Phase		Preparatory Phase		P	Calculated t-value	Sig.
		M	SD	M	SD			
1	Planning	66.200	12.140	62.200	12.823	4.000	1.755	0.082
2	Implementation	83.333	12.671	82.966	11.961	0.367	0.163	0.871
3	Evaluation	60.083	9.671	59.483	10.993	0.600	0.317	0.751
4	Teaching aids	37.116	6.224	34.383	7.383	2.733	2.193	0.030
5	Teaching Methods	32.716	6.512	32.400	5.848	0.316	0.280	0.780
6	Environmental Awareness	34.100	6.519	32.533	5.610	1.567	1.411	0.161

Table 2. Significant differences between the level of teaching competencies in accordance with the gender.

S	Competencies	Male teachers		Female teachers		P	Calculated t-value	Sig
		M	SD	M	SD			
1	Planning	65.016	12.043	63.383	13.174	1.633	0.709	0.480
2	Implementation	82.133	12.556	84.166	11.999	2.033	0.907	0.366
3	Evaluation	59.883	10.989	59.683	9.686	0.200	0.106	0.916
4	Teaching aids	36.150	6.974	35.350	6.930	0.800	0.630	0.530
5	Teaching Methods	33.083	5.797	32.033	6.520	1.050	0.932	0.353
6	Environmental Awareness	34.516	5.876	32.116	6.145	2.400	2.186	0.031

Table 3. Significant differences between teaching competencies between the level of teaching competencies in accordance with the quality of accreditation.

S	Competencies	Accredited schools		Non-Accredited schools		P	Calculated t-value	Sig.
		M	SD	M	SD			
1	Planning	72.666	9.82	55.733	8.82	16.933	9.939	0.000
2	Implementation	92.583	8.68	73.717	6.88	18.866	13.192	0.000
3	Evaluation	67.083	7.29	52.483	7.29	14.600	10.974	0.000
4	Teaching aids	39.850	5.25	31.650	5.94	8.200	8.015	0.000
5	Methods of teaching	36.783	4.11	28.333	4.84	8.450	10.302	0.000
6	Environmental Awareness	36.650	4.46	29.983	5.72	6.667	7.119	0.000

DISCUSSION

The results of the study are also consistent with the indicators developed as a proposed perspective of the general framework of the preparatory schools' curriculum, one of primary education phases. It identified the criteria that should be achieved by teacher, represented in (the ability to determine the educational needs of learners, planning for major objectives and not for detailed information, the ability to design appropriate educational activities, using educational strategies in response to the needs of learners, facilitating effective learning experiences, involving learners in solving problems and critical and creative thinking, management learning time efficiently, efficiency in dealing with the scientific material and research methods, self-evaluation, evaluating learners, feedback, professionalism of teacher).

In addition, teachers in the accredited schools have the ability to link between physical education and other subjects during sports activities, and introduce the students to the environmental concepts and how to maintain it through a variety of activities, which, for example, scouting activities.

This is in consistent with what included by Wendy (3), who aimed to clarify the benefits achieved by training courses for teachers in-service.

It is noted from table.3 that the arithmetic mean of planning competencies of the teachers of the accredited schools is 72.66, while non-accredited schools is 55.733 with difference of 16.923 in favor of accredited schools. The arithmetic mean of implementation competencies of accredited schools is 92.583 and non-accredited schools 73.717 with difference of 18.866 in favor of accredited schools. While the arithmetic mean of evaluation competencies of accredited schools is 67.083 and schools non-accredited 52.483 with difference of 14.600 in favor of accredited schools, the difference between arithmetic means in the rest of the competencies is less where the arithmetic mean of the teaching aids of accredited schools is 39.850 and non-accredited schools 31.650 with difference of 8.200. The difference between both arithmetic means of the competencies of teaching methods is 8.450. The difference is less in the environmental awareness competencies where the difference between both arithmetic means of accredited and non-accredited schools is 6.667. The results, however, are inconsistent with what concluded by the study of Landin (4), whose most important results were the availability of educational competencies of physical education teachers in a high degree except for a number of competencies that were rarely available or unavailable in the fields of implementation, evaluation, and the scientific and professional progress. The results of the study in table 3 indicate that teaching competencies are available for teachers, whether they are in accredited or non-accredited schools. However, they are higher at the accredited schools. The differences between the arithmetic means in the teaching competencies between accredited and non-accredited schools are in favor of the accredited schools despite being less in some competencies such as teaching aids, teaching methods and environmental awareness.

The researchers attribute these results to the attention of accredited schools of refinement programs, professional development, and self-development as well as the availability of appropriate climate within the accredited schools so as to achieve the minimum required to check educational competencies. As well as a quality culture is spread with continuous attempts to improve institutional performance as a whole through the analysis of reality and identify weak points avoid them through plans to improve institutional performance, which include training programs for professional development. They include simulations and teaching competencies, included in the study. On the contrary, there are no attempts, in non-accredited school, to analyze the reality to find out shortcomings and weaknesses to be avoided.

In conclusion; in the light of the results of the study achieved by both researchers, and according to the limits of its objectives, the following results can be concluded: There are no statistically significant differences in the level of teaching competencies of physical education teachers between the primary and preparatory levels except for the competencies of teaching aids in favor of the teachers of primary education phase, There are no statistically significant differences between the level of male and female physical education teachers in the teaching competencies in both primary education phases except the competencies of environmental awareness for favor of teachers and There are statistically significant differences between accredited and non-accredited schools in the level of teaching competencies of physical education teachers in favor of physical education teachers in the accredited school

REFERENCES

1. Al-Sharif EM. Evaluation of student / teacher teaching competencies in the curricula andteaching methods of motor expression in the light of quality academic standards. World Journal of Sport Sciences, 2010; 3(S): 331-358.
2. Aminudin NA. Teachers' perceptions of the impact of professional development on teaching practice: the case of one primary school, This Thesis/Dissertation/Research Project entitled Teachers' perceptions of the impact of professional development on teaching practice: The case of one primary school. is submitted in partial fulfilment for the requirements for the Unitec degree of Master of Educational Leadership and Management, Unitec Institute of Technology, 2012.
3. Attalah GR. A teaching competences evaluation for the student-teacher for the aquatics teaching method course in high light of the academicstandards of the teaching methods of physical education programs graduates in Alexandria. World Journal of Sport Sciences, 2010; 3(S): 1003-1012.
4. Bhargava A , Paty M . Quintessential competencies of a teacher : A Research Review. International Journal on New Trends in Education and Their Impaction, 2010; 1(A2): 2010.
5. Harris J, Cale L, Musson H. The effects of a professional development programme on primary school teachers' perceptions of physical education. Professional Developmentin Education, 2010; 37(2), 291-300. https://dspace.lboro.ac.uk/2134/11096.
6. Kasky J. The best Ticket buys for sports fans today. Money, 24. (10), 1999.
7. Khatoon A, Azeem F, Akhtar SH. The impact of different factors on teaching competencies at secondary level in Pakistan. Journal of Contemporary Research in Business, 2011; 3(5): 2011.
8. Kilber HE. Educational competencies among history teachers in Nevada public school. The Educational Research Journal , 2002; 13: 145–155.
9. Wendy L. How sustainable are in service teacher training from the Eric database, March,1996.
10. Landin F. Physical education teachers' perceptions of competencies needed for teaching physical education in school in Arkansas at Monticello. Unpublished doctoral dissertation, University of Mississippi, Mississippi, 2002.
11. Markus O. Toward a framework of total quality management (TQM) in professional sport team organization identification and validation of TQM constructs, and development of an associated. measurement instrument EDD, Temple University, 1998.
12. Shanavaz S. A comparative study of primary teachers competencies, attitude and their performance belonging to DPEP and Non-DPEP Districts of Karnataka. Abstracts of Research Studies Conducted by Teacher Education Institutions in India, 2007; 3: 2007.
13. Shehu J, Mokgwathi M. Mapping physical education student teacher competencies and developmental needs: Insights from the University of Botswana Teaching Practice Assessment Dataset 1998-2004. International Journal of Applied Sports Sciences, 2007; 19(2): 50-62.
14. Stojanović S, Zdravković D. The self-assessment of personal competences of physical education teachers. Physical Education and Sport, 2012; 10(2): 141– 149.