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Contribution of Physical Education Teachers to Imparting Various Fundamental Motor Skills to Middle School Students: A Field Study in M'Sila City

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Abstract:

The study aims to identify the extent of the contribution of physical education teachers in middle school to imparting various fundamental motor skills to students by utilizing different teaching competencies (planning, implementation, and evaluation). The study sample included 65 middle school teachers in the city of M'Sila during the 2023-2024 academic year. The researchers employed a descriptive methodology by constructing a questionnaire directed to the teachers. The most significant findings were that physical education teachers contribute to imparting various fundamental motor skills to middle school students through their use of teaching methods competencies, planning competencies, implementation, and evaluation.

Keywords: Planning competency, implementation competency, evaluation competency, fundamental skills.

Introduction

The quality of the educational process hinges on the quality of the teacher's performance, who is responsible for transforming educational objectives into behavioral goals reflected in students' performance. Therefore, the teacher occupies a central position in the educational system and is considered a crucial pillar for any educational development and the primary agent responsible for achieving the objectives of education. Despite all elements of the educational system influencing

the educational process, the teacher is the key to human development and a decisive factor in the success or failure of education in any society.

Most studies and scientific research indicate that the teacher is the main factor significantly influencing the teaching process. The teacher is considered one of the essential and important inputs in learning, and the success of the educational process and achieving its objectives primarily depend on teachers.

A competent, successful teacher distinguished in their performance is one who has been well-prepared pedagogically and possesses a set of traits that enable them to adapt and conform to educational developments. The researcher believes that the desired teacher is a model in the educational process—a guide, facilitator, mentor, and evaluator who must possess the necessary teaching skills and competencies. These competencies enable the teacher to perform effectively in the classroom by controlling and managing their emotions, understanding others' feelings, empathizing with them, positively influencing them, and imparting various fundamental motor skills to their students. This is achieved by using different modern teaching methods, understanding and diagnosing their students' abilities, monitoring them until they are evaluated, considering their developmental characteristics at various growth stages, and employing various communication skills that lead to imparting fundamental motor skills in programmed physical education classes. All these components reflect positively on classroom performance as much as the teacher's competence is present.

Thus, the importance of our research lies in uncovering the nature of the contributions of physical education teachers in imparting various fundamental motor skills to students.

Research Problem:

Education significantly contributes to achieving societal aspirations by nurturing individuals according to specific social and humanitarian goals. Schools are the institutions established by society to consciously and comprehensively fulfill the role of educating and raising generations in line with the socio-cultural system of their community.

The world today is witnessing rapid cognitive and technological development. Keeping pace with this evolution requires well-prepared teachers, as the educational process is a fundamental element in driving this development. Given the importance of teachers as a cornerstone of the educational system in general, and as a facilitator of student learning in particular, it is crucial for teachers to possess a set of educational competencies. These competencies enable them to have a significant

impact on students' growth and to teach them various fundamental motor skills for different sports activities. This is achieved by using educational competencies such as planning, implementation, evaluation, and modern teaching methods to fulfill their responsibility towards students.

Based on this, and considering the importance of the teacher's role and the novelty of the topic of educational competencies, especially in the Algerian context, this study aims to explore the extent of the contribution of physical education teachers in imparting various fundamental motor skills to students.

In light of the above, the subject of this study is defined by understanding the extent to which teachers contribute to imparting various fundamental motor skills to students. Therefore, the main research question is: Do physical education teachers contribute to imparting various fundamental motor skills to middle school students?

Sub-questions:

- Do physical education teachers contribute to imparting various fundamental motor skills to middle school students through their use of planning competencies?
- Do physical education teachers contribute to imparting various fundamental motor skills to middle school students through their use of implementation competencies?
- Do physical education teachers contribute to imparting various fundamental motor skills to middle school students through their use of teaching methods competencies?
- Do physical education teachers contribute to imparting various fundamental motor skills to middle school students through their use of evaluation competencies?

General Hypothesis

Physical education teachers contribute to imparting various fundamental motor skills to middle school students.

Sub-Hypotheses

1. Physical education teachers contribute to imparting various fundamental motor skills to middle school students through their use of planning competencies.
2. Physical education teachers contribute to imparting various fundamental motor skills to middle school students through their use of implementation competencies.
3. Physical education teachers contribute to imparting various fundamental motor skills to middle school students through their use of teaching methods competencies.
4. Physical education teachers contribute to imparting various fundamental motor skills to middle school students through their use of evaluation competencies.

Study Objectives

The current study aims to:

- Investigate the contributions of physical education teachers in imparting various fundamental motor skills to middle school students through the use of essential educational competencies.
- Explore the contributions of physical education teachers in imparting various fundamental motor skills to middle school students through the use of evaluation competencies.

Study Significance

The significance of this study lies in the vitality of the subject being addressed, which is an important aspect, as well as the rarity of Algerian studies that have examined the contribution of physical education teachers in imparting various fundamental motor skills to middle school students. The study's importance includes:

- Addressing the role of the physical education teacher in imparting various fundamental motor skills to students.
- Focusing on the middle school stage, which is a crucial period where the need for learning various fundamental motor skills increases.
- Potentially sparking interest among many researchers to investigate the contribution to imparting various motor skills and sports activities to students.

Definition of Concepts and Terms

Lesson Planning

Terminological Definition:

Lesson planning is a pre-organized conceptualization of what will occur in the teaching of physical education and sports. It is a system composed of a set of key elements that interact with each other and are interconnected by complementary relationships within an environment containing variables around this system to achieve the desired educational objectives (Ayyad, Fouad, and Abu Jahjuh, 2006: 151).

Fouad Ayyad defines planning as: "A systematic and purposeful mental process representing a method of thinking and an organized way of working that leads to achieving the desired objectives with a high degree of precision. Planning for teaching represents an intelligent and comprehensive vision of all elements and dimensions of the teaching process, and the interrelated relationships between these elements. These elements are organized in a way that leads to achieving the desired objectives of this process, which is the intellectual, physical, spiritual, and emotional development of the learner."

Operational Definition:

It is a set of procedures that the physical education and sports teacher regularly practices, which contribute to imparting various fundamental motor skills to students.

Lesson Implementation

Terminological Definition:

It refers to the set of practical procedures and practices that the teacher performs during the actual performance in the classroom. This includes the teacher's preparation for the lesson, stimulating students' interest, presenting the material clearly, transitioning from lecturing to dialogue and discussion as required by the educational situation, linking the lesson to students' previous experiences, using appropriate teaching aids, encouraging student participation, employing necessary examples, and considering individual differences among learners.

Operational Definition:

It is the skill representing actual teaching within the classroom, including the observable behaviors that the physical education and sports teacher performs, from initiating the lesson and setting the environment to concluding it. This encompasses all activities such as presenting information, explaining, managing discussions, and continuously using procedures that contribute to imparting various fundamental motor skills to students.

Evaluation

Terminological Definition:

Evaluation is the process carried out by an individual or group to determine the extent of success or failure in achieving the general objectives included in the curriculum, as well as identifying strengths and weaknesses to achieve the desired objectives in the best possible manner.

Operational Definition:

It is a set of procedures that the physical education and sports teacher performs before the start of the teaching and learning process, during it, and at its end, aiming to obtain quantitative and qualitative data using various tools. This data is used to judge the extent to which the targeted competencies are achieved and to make decisions for improvement and remediation. It involves continuous practices that contribute to imparting various fundamental motor skills to students.

Previous Studies

Study 1: Ahmad Kendoz (2007/2008)

Title: Teaching Skills of Elementary School Teachers

This study was a master's thesis in teaching science at Kasdi Merbah University, Ouargla, College of Arts and Humanities, Department of Psychology. The general objective of the study was to investigate the level of performance in general teaching skills, implementation skills, educational evaluation, and classroom management among elementary school teachers in Ouargla during the academic year 2007/2008.

The researcher used a descriptive methodology. The sample consisted of 20 teachers randomly selected from the five districts of Ouargla. The tools used included an observation checklist to assess the performance level of elementary school teachers in teaching skills. The key findings revealed statistically significant differences in the performance levels of teachers in the skills of implementation, educational evaluation, and classroom management. There were no statistically significant differences between the performance levels of qualified and unqualified teachers in general teaching skills, but there were differences favoring qualified teachers in specific skills.

Study 2: Afaf (2006)

Title: Educational Competencies Needed by Teachers in In-Service Training Programs in Jordan

This study involved 121 students from the College of Teacher Qualification. The researcher developed a questionnaire containing 46 competencies across five areas: lesson planning, evaluation, classroom management, guidance, and counseling. The results showed that classroom management ranked first, evaluation second, lesson implementation third, guidance and counseling fourth, and lesson planning fifth. There were no statistically significant differences related to age, experience, or gender.

Study 3: Marai (2005)

Title: Educational Competencies Necessary for Basic School Teachers in Jordan

The study aimed to identify the essential educational competencies for basic school teachers and assess their appreciation for each competency, their practice levels, and their need for further training. The sample included 467 teachers from Irbid. The researcher developed a questionnaire with 85 competencies across six areas: subject matter, activities, evaluation, planning, teaching methods, and teacher self-realization. Key findings ranked educational activities and teaching methods first, teacher self-realization second, and educational planning last.

Study 4: Availability of Educational Technical Competencies among Basic Education Teachers in Jordan

The general objective of this study was to investigate the availability and practice of educational technical competencies among basic education teachers in Jordan. The descriptive methodology was used, with a sample of 547 teachers. The study identified 80 technical competencies in three areas: instructional design, educational communication means, and evaluation. The results indicated that teachers possessed 62 technical competencies to a high degree, seven to a medium degree, and one to a low degree.

Study 5: Lamia Hassan Al-Diwan (2005)

Title: The Impact of Using Teaching Methods on Developing Some Creative Motor Abilities in Physical Education Lessons

This study aimed to investigate the differences between three teaching methods—problem-solving, cooperative learning, and the American method—in developing creative motor abilities among fifth-grade female students. The researcher used an experimental methodology with a purposive sample of 66 students. Tools included personal interviews and tests of creative motor abilities. The findings showed significant statistical differences between pre and post-tests in motor fluency, flexibility, and originality, favoring the problem-solving group first, the cooperative learning group second, and the American method third.

Study 6: Al-Hammadi (2001)

Title: Necessary Competencies for Teachers from Their Perspective and Supervisors' Perspective

This study aimed to identify the necessary competencies for teachers from their perspective and the perspective of their supervisors. The sample included 351 teachers and supervisors from public secondary schools in Doha. The researcher developed a questionnaire with 91 competencies across areas such as educational objectives, content, teacher characteristics, lesson planning, teaching aids, teaching methods, activities, human relations, and evaluation. The study found all competencies to be important for teachers, with classroom management ranked first, followed by evaluation. There were no statistically significant differences attributed to qualifications, but there were differences attributed to experience, favoring more experienced teachers.

Comments on Previous Studies

Objectives

Most of the studies aimed at highlighting the necessity for teachers to possess educational competencies to improve their educational and instructional performance. These competencies included lesson planning, implementation skills, and evaluation. This focus aligns with the need for teachers to be equipped with various essential educational competencies to enhance their effectiveness in the classroom.

Methodology

The majority of the studies employed a descriptive methodology. This approach facilitated the researchers in choosing a scientific method appropriate to the type of study they conducted. The descriptive method allowed for a comprehensive analysis of the current state of teacher competencies and their impact on educational outcomes.

Sample

Most studies utilized samples that included teachers. This choice of sample is logical given the focus on teaching competencies. By examining teachers, the studies could directly assess the skills and needs relevant to effective teaching practices.

Results

Some studies, such as Ahmad Kendoz's (2007/2008), found statistically significant differences between the average performance scores of elementary school teachers in teaching skills (implementation, educational evaluation, classroom management) and the expected average performance. No significant differences were found between the performance scores of educationally qualified and unqualified teachers in general teaching skills.

Marai's (2005) study revealed important results, ranking educational activities and teaching methods first, self-realization of the teacher second, and educational planning last.

Lamia Hassan Al-Diwan's (2005) study showed statistically significant differences in pre and post-tests for motor fluency, flexibility, and originality, favoring problem-solving first, cooperative learning second, and the American method last.

Al-Hammadi's (2001) study concluded that all competencies were important for teachers, with classroom management ranked first, followed by evaluation. The study found no significant differences attributable to qualification, but significant differences were found related to experience, favoring those with longer experience.

Field Procedures of the Study

Methodology

In this study, the descriptive method was adopted due to its suitability for the phenomenon under study.

Research Population and Sample

The research population comprised all physical education teachers in the middle school stage in the city of M'sila for the academic year 2023/2024, totaling 71 teachers. The research sample included 65 teachers.

Tools Used in the Study

A special questionnaire for physical education teachers was used, containing a set of questions distributed across four main axes.

Psychometric Properties of the Tool

Reliability

Reliability refers to the stability of a measurement tool, indicating that repeated measurements of the same individual would yield stable results under the same conditions. To determine the reliability of the questionnaire, Cronbach's alpha was calculated. The Cronbach's alpha coefficient for the reliability of the study tool was 0.992, which is close to one, indicating a high degree of reliability and suggesting that the questionnaire items are consistent and dependable.

Validity

The apparent validity of the scale was calculated by distributing it to five experts in the field. The internal consistency of the items was ensured by calculating Pearson's correlation coefficient, and the reliability was determined using Cronbach's alpha.

Implementation Procedures of the Tool

After validating the study tool with experts and specialists and ensuring its reliability through internal consistency and Cronbach's alpha, the questionnaire distribution began on August 4, 2023. The distribution and collection process lasted 28 days. A total of 71 questionnaires were distributed to all members of the sample. Six questionnaires were excluded for not meeting the necessary conditions, resulting in a final count of 65 processed questionnaires.

Statistical Methods Used in the Study

The researcher used the percentage law to analyze the results for all questions after calculating the frequencies for each. This approach allowed for a clear and concise interpretation of the data gathered from the questionnaire responses.

Presentation, Analysis, and Discussion of Results

Discussion of the Results of the First Hypothesis

The first hypothesis posits **that physical education teachers contribute to the acquisition of various fundamental motor skills among middle school students through their planning competencies.**

Analysis of the Findings

From the results obtained, it is observed that 60 out of the surveyed teachers, representing 92.3% of the respondents, take into account the appropriate procedures to achieve the objectives during lesson planning. This indicates that physical education teachers place significant importance on lesson planning due to its critical role in the success of the class session. Effective planning prevents randomness, improvisation, and lack of clarity in steps and objectives. It is a crucial cognitive process that occurs in the teacher's mind before the lesson. Through planning, the teacher envisions the lesson, activities, and the appropriate methods of delivery.

Scientific research has confirmed that planning is one of the most influential factors in a teacher's performance. Teachers who plan their lessons tend to perform better

compared to those who do not. Lesson planning is the initial and fundamental step that allows for achieving objectives and recording all aspects of the session, positively impacting the performance of physical education teachers and their ability to impart various fundamental motor skills to students.

According to Abish Mahmoud Zaitoun, planning is "a set of measures and procedures taken by the teacher to ensure the success of the educational process and achieve its objectives. It is described as a guiding and directing plan for the teacher's work."

Detailed Results

1. Consideration of Appropriate Objectives (Table 02):

- 53 teachers (81.5% of respondents) select suitable objectives for different age stages during lesson planning. Individual differences play a significant role in the learning process, and considering various growth characteristics across different age groups greatly aids in imparting various skills and sports activities to students.

2. Selection of Educational Activities (Table 04):

- 59 teachers (90.8% of respondents) choose educational activities based on the available resources in the school during lesson planning. The facilities and sports equipment available in the educational institution determine the type of sports activity to be conducted.

3. Preparation of Seasonal and Annual Plans (Table 07):

- All surveyed teachers (100%) prepare seasonal and annual plans that organize the curriculum during lesson planning. The annual distribution specifies various learning units, which are essential for improving students' sports performance and outcomes. These findings affirm the validity of the first hypothesis, which states that physical education teachers contribute to the acquisition of various fundamental motor skills among middle school students through their planning competencies. The significant emphasis on planning, consideration of appropriate objectives, and alignment with available resources reflect the comprehensive approach taken by physical education teachers to ensure effective teaching and skill acquisition among students.

Discussion of the Second Hypothesis

The second hypothesis suggests that physical education teachers contribute to the acquisition of various fundamental movement skills among middle school students through their implementation competencies.

Analysis of Results

From the results obtained, it can be observed that 86.2% of the surveyed teachers take into account the individual differences among students during lesson implementation. This attention to individual abilities is important because physical capabilities vary from one person to another.

It can be observed that 80% of the teachers present the material clearly and logically during lesson implementation, which aids in the learning process in general and facilitates understanding of the presented information. Also it can be observed that 93.8% of the teachers use suitable audiovisual teaching aids during lesson implementation, and these aids are effective in the motor learning process for students.

As well as it can be observed that 86.2% of the teachers pose appropriate questions that stimulate thinking and creativity during lesson implementation. This strategy helps indirectly guide discovery learning among students and encourages them to learn.

The results confirm the validity of the second hypothesis, which suggests that physical education teachers contribute to the acquisition of various fundamental movement skills among middle school students through their implementation competencies. By presenting material clearly, using appropriate teaching aids, considering individual abilities, and posing thought-provoking questions, teachers can effectively enhance students' development of fundamental movement skills.

Discussion of the Results of Hypothesis Three:

Hypothesis three focuses on the contribution of physical education and sports teachers in imparting various fundamental motor skills to students at the middle school level through teaching competencies.

The results indicate that 84.6% of teachers utilize modern teaching methods, recognizing their significance in imparting students with various motor skills and sports activities. Additionally, according to the findings in Table 21, 96.9% believe that applying a specific teaching method alone is insufficient for students to acquire diverse fundamental motor skills. They acknowledge that certain methods may be suitable for specific activities but not for others.

Moreover, 89.2% of teachers employ methods that allow students to freely express their opinions during lessons. Granting students a degree of freedom encourages their engagement in the learning process, motivating them to acquire various programmed sports skills.

Furthermore, 93.8% of teachers use methods that follow the principle of progression from easy to difficult tasks. This principle aids in enhancing performance and learning various sports activities. Additionally, 95.4% of teachers use methods that direct students' activities and actively involve them in the lesson. The guided discovery approach helps students rely on themselves, encourages critical thinking, and fosters creativity.

Overall, the majority of physical education and sports teachers utilize modern teaching methods to impart fundamental motor skills. Whether through direct methods, where the teacher makes all decisions related to the educational process, or indirect methods, where the student is the focus of the educational process, they promote a diverse range of cognitive processes such as comparison, matching, analysis, classification, problem-solving, discovery, and innovation.

Discussion of the Results of Hypothesis Four:

Hypothesis four emphasizes the contribution of physical education and sports teachers in imparting various fundamental motor skills to students at the intermediate education level through assessment competencies.

The results indicate that 76.9% of the surveyed teachers utilize standardized and specific tests to impart different fundamental motor skills to students. This is because tests and measurements reflect the capabilities and capacities of students.

Additionally, according to the findings in Table 34, 86.2% of the surveyed teachers consider the principle of continuity in evaluating students. Formative assessment allows for monitoring students' capabilities and progress in acquiring various fundamental motor skills.

Furthermore, 100% of the surveyed teachers use summative assessment, which is conducted at the end of each educational stage. Final assessment allows for determining students' capabilities and assessing what they have learned in various practical sessions.

Overall, most physical education and sports teachers rely on diagnostic assessment in building learning units by identifying students' strengths and weaknesses during their engagement in programmed sports activities. This helps teachers impart various fundamental motor skills to their students. Diagnostic assessment aims to determine the learner's level in preparation for judging their suitability in a particular field on the one hand, and on the other hand, it aims to distribute learners into different levels according to their achievement level. Teachers may resort to diagnostic assessment before providing experiences and information to students, allowing them to identify prior knowledge and then build on it, whether at the beginning of the instructional unit or the instructional session. Diagnostic assessment determines to the teacher the extent to which the requirements of the curriculum are available to the learners, enabling the teacher to customize teaching activities, taking into account the readiness of the learner for study. Thus, discovering the strengths and weaknesses in the learner's achievement benefits physical education and sports teachers in identifying the causes of learning difficulties faced by the learner, so that these difficulties can be addressed, and various fundamental motor skills can be learned.

Discussion of the General Hypothesis:

The general hypothesis states that physical education and sports teachers contribute to imparting various fundamental motor skills to students at the intermediate education level. Based on the presentation, analysis, and discussion of the results of the axes, it can be said that physical education and sports teachers employ some necessary educational competencies to carry out their teaching tasks, through which they predict the flow, management, and organization of the session effectively. This assists them during lesson execution in the field translation of what they have put in their plans, in addition to using various modern teaching methods such as the training method, which helps students learn independence and make correct decisions while demonstrating individual skills and creativity. Similarly, the problem-solving method helps provide opportunities for students to produce ideas and understand the relationship between intellectual production and physical performance.

This diversity in teaching methods allows the teacher to transition from one method to another during the same lesson, making it easy for them to choose the most appropriate method to impart various fundamental motor skills to students, thereby achieving the desired goals. Studies indicate that each teaching method plays a specific role in developing the learner physically, socially, emotionally, and cognitively. Therefore, there is no single method that can contribute to the complete development of the learner.

Regarding their use of assessment competencies, teachers may resort to diagnostic assessment before providing experiences and information to students, allowing them to identify students' prior experiences and then build on them, whether at the beginning of the instructional unit or the instructional session. Diagnostic assessment determines to the teacher the extent to which the requirements of the curriculum are available to the learners, enabling the teacher to customize teaching activities, taking into account the readiness of the learner for study. Thus, discovering the strengths and weaknesses in the learner's achievement benefits physical education and sports teachers in identifying the causes of learning difficulties faced by the learner, so that these difficulties can be addressed, and various fundamental motor skills can be learned.

Furthermore, physical education and sports teachers rely on formative assessment, which serves as an assessment aimed at contributing to training and preparation. It targets guiding the learner and facilitating their progress. As for the use of summative assessment by physical education and sports teachers, it is the evaluative process conducted at the end of an educational program. It is also a final evaluative assessment of various fundamental motor skills conducted at the end of the academic

year. It is important in the competencies' approach, as it helps in setting the balance sheet of what has been achieved of goals, thus ensuring accuracy in preparing subsequent lesson activities and thereby imparting various fundamental motor skills to students. These findings confirm the validity of the general hypothesis, which states that physical education and sports teachers contribute to imparting various fundamental motor skills to students at the intermediate education level.

Results: The researcher in the study arrived at the following results:

1. Physical education and sports teachers contribute to imparting various fundamental motor skills to students at the intermediate education level through their use of some necessary educational competencies.
2. Physical education and sports teachers contribute to imparting various fundamental motor skills to students at the intermediate education level through their use of planning competencies.
3. Physical education and sports teachers contribute to imparting various fundamental motor skills to students at the intermediate education level through their use of implementation competencies.
4. Physical education and sports teachers contribute to imparting various fundamental motor skills to students at the intermediate education level through their use of teaching methods competencies.
5. Physical education and sports teachers contribute to imparting various fundamental motor skills to students at the intermediate education level through their use of assessment competencies.

Suggestions and Recommendations:

1. It is necessary to direct the attention of officials towards preparing and training physical education and sports teachers in colleges, universities, and various institutes for preparing physical education and sports teachers and providing them with various necessary teaching skills. This will contribute to imparting various fundamental motor skills to students in educational institutions.
2. It is essential to explore various modern teaching methods that facilitate the process of imparting various fundamental motor skills to students and learning and teaching in general.
3. It is essential to control the various modern teaching methods and understand how to use them effectively.

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