

Assessment and Communication Competencies and Their Relationship with
Achievement Motivation among Physical Education Teachers.

كفايتي التقويم والتواصل وعلاقتهما بدافعية الإنجاز لدى أساتذة التربية البدنية والرياضية.

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Abstract: This study aims to examine whether there is a statistically significant correlational relationship between educational competencies and achievement motivation among secondary school physical education teachers. To achieve this objective, the researchers adopted a descriptive correlational method and applied a comprehensive survey approach that included all members of the population (126 teachers across 59 secondary schools). Two research instruments were used: an Educational Competency Questionnaire and an Achievement Motivation Questionnaire. The findings revealed that the participants possessed a high level of basic educational competencies and strong achievement motivation. Moreover, the study found a weak but statistically significant positive correlation between assessment competency, communication competency, and achievement motivation among the sample.

Keywords: Teaching competencies, assessment, communication, achievement motivation, planning, implementation.

الملخص: تهدف الدراسة الحالية الى معرفة ما إذا كانت هناك علاقة ارتباطية دالة إحصائية بين الكفايات التربوية ودافعية الإنجاز لدى أساتذة التربية البدنية والرياضية بمرحلة التعليم الثانوي، ولتحقيق أهداف الدراسة، استخدم الباحثان المنهج الوصفي الارتباطي، واستخدما طريقة الحصر الشامل لجميع افراد المجتمع والبالغ عددهم 126 أستاذ/ة موزعين على 59 ثانوية، واستخدم الباحثان اداتان للدراسة وهما: استبيان الكفايات التربوية، واستبيان دافعية الإنجاز، توصلت الدراسة الى ان افراد المجتمع يمتلكون مستوى عال من الكفايات التربوية الأساسية ومقومات دافعية الإنجاز، كما توصلت الى وجود ارتباط في اتجاه موجب وضعيف دال إحصائيا بالنسبة لعلاقة كل من بعد كفاية التقويم وكفاية التواصل ودافعية الانجاز لدى عينة الدراسة

- الكلمات المفتاحية: الكفايات التدريسية، التقويم، التواصل، الدافع للإنجاز، التخطيط، التنفيذ.

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- Introduction and Research Problem

The success of the educational process in any educational system depends on the quality of its inputs, and the teacher's qualifications represent one of the most important of these inputs. The teacher is considered the driving force of the educational process and its central variable. The success of the teaching and learning process and the achievement of its intended goals rely heavily on the teacher's activity and effectiveness. According to Aziz Hanna (1985), the success of the educational process is attributed to the teacher's role by up to 60%, while other elements such as curricula and administration account for no more than 40% (Al-Azraq A., 2000, p. 2).

As the cornerstone of the educational process and the primary factor determining the success of education in achieving its aims and goals, the teacher plays a pivotal role. All educational activities and procedures depend on how well the teacher performs their roles and duties. This means the teacher bears the greatest responsibility for the success of the process. Therefore, it is essential for the teacher to have a strong background in their field of specialization, as well as a range of theoretical knowledge, skills, abilities, attitudes, and behaviors that enable them to perform effectively and achieve the desired outcomes and overarching goals. In modern educational systems, these qualities are referred to as **educational (teaching) competencies**.

In line with this, the success of educational institutions in the age of information and communication technology depends primarily on their ability to bring about a qualitative shift in the preparation and requalification of teachers. Even the best curricula, most effective activities, methods, strategies, and assessment tools cannot achieve their objectives without a well-prepared, effective teacher who possesses strong educational competencies (Zayyan, 2018, p. 124). Al-Zoubi, citing Rowen, states that "the teacher is the central and essential element in the

educational and learning process, and without them, no educational system can fully achieve its goals" (Qarada, 2015, p. 5).

On this basis, recent years have witnessed the emergence of several methods and trends in teacher preparation, training, and qualification programs. Among these trends are these new directions in teacher preparation have led to the emergence of the **competency-based teacher education movement** in many countries (Shawkat, 2019, p. 85). **r education movement** in many countries (Shawkat, 2019, p. 85). Accordingly, achieving the desired educational goals—particularly at the secondary level—is strongly tied to the teacher’s competence in performance. A teacher’s ability to carry out their roles depends on their mastery of a range of fundamental **educational competencies**, such as:

- **Assessment competency**, which involves preparing tests, employing measurement and evaluation methods, and using remedial procedures based on feedback.
- **Communication competency**, which pertains to maintaining effective communication with students, their parents, and colleagues by mastering the principles of personal, official, and organizational communication. This ensures successful interaction and effectiveness, particularly when teaching subject matter while considering communication environments, fostering open dialogue, and accounting for individual differences that influence the communication process between sender and receiver.

Success in one’s profession or studies is significantly influenced by **achievement motivation**, as it is a key factor in enhancing an individual’s competence and productivity (Al-Azraq, 2000, p. 122). Based on the preceding discussion, the related literature, and in light of the findings of the exploratory study—which indicated the feasibility of conducting the research on the primary sample—the following **general research question** was formulated:

- Is there a **statistically significant correlation** between **educational competencies** and **achievement motivation** among physical education teachers:

This led to the formulation of the following **sub-questions**:

- Is there a statistically significant correlation between the assessment competency and achievement motivation among physical education teachers?
- Is there a statistically significant correlation between the communication competency and achievement motivation among physical education teachers?

❖ **Hypotheses:**

- **Main Hypothesis:**

There is a **statistically significant correlation** between **educational competencies** and **achievement motivation** among physical education teachers.

- **Sub-Hypotheses:**

- There is a **statistically significant correlation** between the **assessment competency** and **achievement motivation** among physical education teachers.
- There is a **statistically significant correlation** between the **communication competency** and **achievement motivation** among physical education teachers.

❖ **search Objectives:**

- To determine whether there is a **statistically significant correlation** between **educational competencies** and **achievement motivation** among physical education teachers at the secondary school level.

- To identify the degree to which secondary school physical education teachers, under the jurisdiction of the Biskra Directorate of Education, possess **basic educational competencies**.
- To assess the level of **achievement motivation** among secondary school physical education teachers affiliated with the Biskra Directorate of Education.
- To examine whether there is a **statistically significant correlation** between the **assessment competency** and **achievement motivation** among physical education teachers.
- To explore whether there is a **statistically significant correlation** between the **communication competency** and **achievement motivation** among physical education teachers.

❖ Methodological Approaches Used:

- **Exploratory Study:**

The exploratory study is defined as the first step that helps the researcher gain a general overview of various aspects of the fieldwork component of the research. It aims to ensure the appropriateness of the study setting and the validity of the tools used for data collection (Hakim, 2021, p. 529). Since the exploratory study serves as the cornerstone for building the entire research, the researchers conducted an exploratory study that extended over two academic years (2019/2020 and 2020/2021), with the goal of achieving a set of key objectives, the most important of which were:

- **Visiting the field** to observe the phenomenon in its real context, verify its objective existence, and ensure the feasibility of conducting the study on it.
- **Visiting various libraries** to review references related to the theoretical framework of the research or specific theoretical aspects.

- **Testing the research instruments** to verify their validity and select the most appropriate tool to achieve the study's objectives, ensuring the tools are accurate and clear for the sample members.
- **Determining the size of the available population** for the study.
- **Presenting the data collection tools to a group of experts** for evaluation and revision.
- **Calculating the validity and reliability** of the data collection tools after applying them to an exploratory sample consisting of 30 teachers.

Research Methodology:

Nasri Salah Eddine and Essam Samir affirm that a methodology is a deliberate and systematic alteration of the conditions related to a phenomenon, followed by the observation and interpretation of the resulting changes in the phenomenon itself (Nasri & Samir, 2021, p. 196). It refers to the structured steps a researcher follows in addressing and analyzing a subject until reaching a specific conclusion (Kamash, 2016, p. 52). Given the nature of this research, which seeks to explore the relationship between educational competencies and achievement motivation among physical education teachers, the adopted methodology is the descriptive correlational method. Correlational studies describe existing conditions or situations, which differ entirely from the events or facts examined in survey research (Khalifa, Al-Nuaimi, & Al-Bayati, 2015, p. 239).

Population and Sample of the Study:

The **research population** encompasses all individuals or observations related to the issue or phenomenon under study. Every individual in the original population or research population is referred to as an "element" (Fayed, 2021, p. 129). The **sample**, on the other hand, is a procedure aimed at representing the population by selecting a limited number of elements through which the measurements or data related to the study are collected (Nasri & Samir, 2021, p. 197).

The target population of this study consists of secondary school physical education teachers in the Wilaya (province) of Biskra. As for the study sample, the researchers employed the comprehensive survey method, which includes all secondary school physical education teachers in Biskra. This method was selected because the research population is relatively small and manageable in its entirety. Masoud Hussein Al-Taib defines a comprehensive survey as: “A study that includes all the elements or units of the population under investigation. If the A sample refers to limiting the study to a specific number of cases that are deemed representative of the population. In contrast, a comprehensive survey involves studying all cases without exception (Al-Taib, 2018, p. 178).

Before conducting fieldwork, the researchers referred to statistics provided by the Secondary Education Office of the Directorate of Education in Biskra, which detailed the total number of individuals in the study population and their distribution across secondary schools and technical schools in the province. The number of physical education teachers during the 2020/2021 academic year was 126 teachers, distributed across 59 secondary and technical schools in the province.

The researchers distributed the research tools—the Educational Competencies Questionnaire and the Achievement Motivation Questionnaire—to 96 physical education teachers, after excluding the 30 teachers who had participated in the exploratory sample, which was used to verify the psychometric properties (validity and reliability) of the instruments. These 30 participants had been randomly selected. In addition, 10 questionnaires were excluded due to being improperly filled out. As a result, the researchers relied on 86 fully completed questionnaires, which constitute the number of participants in this study. The following table presents the procedures for distributing the questionnaire:

Table 1: Questionnaire Distribution Procedures:

Raw Study Population	Exploratory Sample	Available Population			
126	30	96			
Questionnaires Distributed	Returned	Not Returned	Valid	Invalid	
Variable	E.C.	A.M.	E.C.	A.M.	E.C.
Count	96	96	87	87	09
Percentage	100%	100%	90.6%	90.6%	9.3%

Legend:

- **E.C.** = Educational Competencies
- **A.M.** = Achievement Motivation

Study Variables

Based on the study hypotheses, it is evident that there are two main variables:

- **First variable:** Educational competencies.
- **Second variable:** Achievement motivation

Data Collection Tools

The term "tool" refers to the instrument used to collect research data. The concept of the tool is closely related to the interrogative word "with what?"—that is, with what does the researcher collect their data? Answering this question requires identifying the appropriate tool for the research (Bahi & Ikhlas, 2002, p. 143).

Given the nature of the current study, which aims to examine the relationship between the variables of educational competencies and achievement motivation among physical education teachers, the researchers developed two questionnaires tailored to the studied variables:

- A questionnaire on educational competencies for physical education teachers
- A questionnaire on achievement motivation

This questionnaire aims to measure the level of educational competencies among physical education teachers. It was developed by the researchers based on several foundations, including previous studies that used questionnaire-based tools, relevant academic literature, and

observation checklists. The researchers also referred to existing scales such as Educational Competencies Questionnaire:

1. The Educational (Performance) Competency Scale for physical education teachers by Ahmed Zaki Saleh and Ramzia Al-Ghareeb.
2. The Professional Competency Scale by Sana Jabbar Kata'. (Hani & Al-Khaikani, 2019, p. 186).

The initial version of the questionnaire consisted of 26 items divided into two main dimensions:

- The first dimension, related to assessment competency, included 14 items.
- The second dimension, related to communication competency, included 12 items.

After presenting the initial questionnaire to a panel of nine experts, the final version of the instrument was finalized, as detailed in the following table:

Table 2 shows the content of the educational competency's questionnaire.

Dimension	Items	Content
First: Assessment Competency	Items 01 to 10	These items address the use of diagnostic assessment, the extent to which appropriate assessment tools are utilized, consideration of individual differences during evaluation, use of formative assessment and feedback, application of summative assessment, analysis of results, and how those results are used to revise and improve the curriculum.
Second: Communication Competency	Items 11 to 20	These items explore methods for building and improving relationships with students, seeking support from colleagues in managing difficult classroom situations, using appropriate verbal and non-verbal communication aligned with students' levels of understanding, and encouraging class participation and interaction.

Achievement Motivation Questionnaire:

This questionnaire aims to measure the level of achievement motivation among secondary school physical education teachers. It was constructed by the researchers based on theoretical frameworks in the field of achievement motivation, as well as insights drawn from previous studies and relevant literature. The researchers also benefited from several established scales, including:

- Mohammad Jamil Mansour's Achievement Motivation Scale (1986) (Al-Rafou', M., 2015, p.173),
- Abd al-Rahman Saleh Al-Azraq's Teacher Achievement Motivation Scale (2000) (Al-Azraq, 2000, p.149)
- Abd al-Latif Mohammad Khalifah's Achievement Motivation Scale (2006) (Khalifah, A., 2006, p.36)
- Asma' Abdul-Moneim Muhammad Nasr's Achievement Motivation Scale for Sports Activity Administrators (Al-Ijtima'iyyah, 2018, p.329) commitment to Time, Sense of Responsibility, and Goal Planning.

The items also address aspects such as time management, a sense of responsibility, fulfilling tasks to the performing tasks to the fullest, planning for the future, and striving to achieve goals.

Table 3: Reliability Test Results for the Two Instruments

Dimension	Number of Items	Cronbach's Alpha	Construct Validity Coefficient
1: Dimension Evaluation	10	0.664	0.814
2: Dimension Communication	10	0.751	0.866
Educational Competencies Questionnaire	40	0.947	0.973
Achievement	40	0.931	0.964

Motivation Questionnaire

We observe from the table that the values of the reliability coefficients are high for both the individual dimensions of the first questionnaire (competencies) and for both questionnaires as a whole. This indicates that the instruments are reliable and suitable for field application.

❖ Presentation, Interpretation, and Discussion of the Results

- Presentation and Interpretation of the Results:

Presentation and interpretation of the first sub-hypothesis result: There is a statistically significant correlation between the Evaluation Competency and Achievement Motivation among secondary school physical education teachers.

Table 04 shows the value of the correlation coefficient between the first dimension (Evaluation) and Achievement Motivation.

Dimension	N	Correlation Coefficient	Statistical Significance (p-value)
First Dimension: Evaluation	86	0.304	0.005
Achievement Motivation Scale			

Note: Significant at the 0.001 level

The table shows that the Spearman correlation coefficient between the first dimension of the first questionnaire (Evaluation) and Achievement Motivation is 0.304, which is a positive correlation that is statistically significant at the 0.01 level. This indicates the presence of a weak but positive linear relationship between Evaluation Competency and Achievement Motivation.

Presentation and Interpretation of the Results of the Second Sub-Hypothesis: There is a statistically significant correlation between Communication

Competency and Achievement Motivation among physical education and sports teachers.

Table 05 shows the value of the correlation coefficient between the first axis (evaluation) and achievement motivation.

Dimension	N	Correlation Coefficient	Significance Level
Communication Competency	86	0.346	0.001

Achievement Motivation

Note: Significant at the 0.001 level

The table shows that the Spearman correlation coefficient between the second dimension of the first questionnaire (Communication Competency) and Achievement Motivation is 0.346. This is a positive and statistically significant correlation at the 0.01 level, indicating a direct positive relationship that is approaching moderate strength between communication competency and achievement motivation.

❖ Discussion of the Hypotheses in Light of the Results Obtained:

- **First Sub-Hypothesis:** Based on Table (04) and its analysis, it was found that there is a positive but weak statistically significant correlation between the dimension of assessment competency and achievement motivation among the study sample. The correlation coefficient was $R = 0.304$, which confirms the validity of the first sub-hypothesis. This value is statistically significant at the $\alpha = 0.01$ level, with a p-value (sig) = 0.005. By comparing the significance level α with the p-value, we find that the significance level is greater than the p-value, which supports the validity of the hypothesis under investigation and rejects the null hypothesis which assumes the absence of a statistically significant correlation at the $\alpha = 0.01$ level, is thus rejected. The statistical significance of the correlation coefficient indicates the presence of a relationship between the **assessment competency** dimension and **achievement motivation** among the

study sample. This is due to the fact that **assessment** represents a fundamental axis upon which any educational system is built. Accordingly, the framework of the relationship between assessment and achievement motivation takes shape.

The researcher believes that the statistical significance of the correlation coefficient between the two variables provides a clear picture of the importance of the explained variance for both variables. This, in turn, supports the developmental design of educational programs. Furthermore, the results obtained by the researcher are consistent with numerous previous studies that addressed either assessment or achievement motivation, including the following:

The study conducted by Mohammad Khamis Hussein Abu Namra (1995), titled "The Basic Educational Competencies of Physical Education Teachers in the Basic Education Stage in Jordan and a Proposed Program for Their Development," concluded that most teachers possessed educational competencies at an acceptable level. The researcher also indicated a significant improvement in the overall performance level of the sample individuals in various competencies that were developed through the implementation of the proposed program. This improvement highlighted the importance of the assessment component, as evidenced by the comparison between participants' performance before and after the implementation of the program.

Another relevant study is that of Ouchen Bouzid (2009), titled "Professional Competencies and Their Relationship with Certain Personality Traits among Physical Education and Sports Teachers." The researcher arrived at a set of results that are quite similar to those found in our current study. He concluded that the level of performance (professional competencies) among physical education and sports teachers at the secondary level was generally inadequate in several aspects, and that this was also the case for teachers at the middle school level.

Likewise, there were statistically significant positive correlation relationships among secondary school physical education and sports teachers, as indicated by the correlation coefficient value for both assessment and acquisitive competence, which reached $R = 0.260$.

In this regard, the researcher emphasizes the statistical and evidential strength of the significance of the correlation coefficient from an inferential perspective, which enables the researcher to utilize the evaluation component in achieving the set objectives. This is done by exploring the opportunities and ways of applying this type of core competency to bring about a qualitative leap in the field of physical and sports education across various educational levels, especially at the secondary level. Consequently, we accept the alternative hypothesis, which posits the existence of a statistically significant correlation between evaluation competency and achievement motivation among physical and sports education teachers at the secondary education level.

- **Sub-hypothesis Two:** Based on Table (05) and the analysis of its results, it was found that there is a positive and weak statistically significant correlation between the communication competency dimension and achievement motivation among the study sample. The correlation coefficient value reached $R = 0.346$, which confirms the validity of the fourth sub-hypothesis. The correlation coefficient is statistically significant at the level of $\alpha = 0.01$, with a significance probability value of $\text{sig} = 0.001$. By comparing the significance level (α) with the probability value (sig), we find that the significance level is greater than the probability value, which confirms the validity of the hypothesis under study and refutes the null hypothesis that denies the existence of a statistically significant correlation at the $\alpha = 0.01$ level. This statistical significance of the correlation coefficient indicates the existence of a relationship between the communication competency dimension and achievement motivation among the

study sample. Furthermore, the results obtained by the researcher are consistent with several studies—whether addressing the topic of communication or that of achievement motivation. Among these studies is the one conducted by the researcher Amraoui Ibrahim (2019), entitled Social Responsibility and Its Relationship to Teaching Competency in Physical and Sports Education Classes in Light of the educational requirements of the subject and modern curricula, where the researcher reached a set of findings that align with some of the results obtained in our current study. Specifically, the researcher found a correlational relationship between **social** responsibility and the competency of teaching physical and sports education among primary school teachers in light of subject didactics and the modern educational curriculum. This mechanism can also be applied at the secondary level by providing the necessary tools and methods, particularly by strengthening effective communication mechanisms throughout the various educational processes.

The study by Rami Ezzedine (2015), titled The Pedagogy of Teaching for Physical Education Teachers and Its Relationship to Achievement Motivation among Secondary School Students (Ages 15–18), found a positive correlational relationship between democratic leadership behavior and sports achievement motivation (motivation for success and motivation to avoid failure). The researcher emphasized that the type of teacher behavior that positively affects achievement motivation can only be realized through effective communication between the teacher and the student during the educational process. The study also identified a relationship between teachers' socially supportive behavior and students' sports achievement **motivation** (both motivation for success and avoidance of failure).

Additionally, the study by Abdel Azim Jadallah Yaqoub (2016), titled Communication Skills of Physical Education Teachers and Their Relationship

to Sports Achievement Motivation Among Secondary School Students, reached a number of conclusions that are consistent with the results of our current study. The researcher found a positive relationship between students' sports achievement motivation and their teachers' communication skills. There was also a relationship between students' achievement motivation and the communication methods used by the teacher. Furthermore, the study revealed significant differences among secondary school students in terms of their level of sports achievement motivation and teachers' communication skills, as well as differences among physical activity teachers themselves in terms of communication proficiency.

"Interactive teaching is a continuous, reciprocal, and productive communication and interaction process between the teacher and the learners, and among the learners themselves." Many studies have confirmed the importance of mastering the teacher's communication and interaction skills within the classroom. The teacher is directly involved in various interactions inside the classroom environment, serving as both a role model and the organizer of the socio-psychological climate, all in pursuit of achieving meaningful educational outcomes (Othman, M., 2014, pp. 110–111).

The study by Claude Fouad Youssef Tashyeh (2018), titled *The Degree of Teachers' Commitment to the Principles of Team Spirit and Its Relationship to Achievement Motivation in Public Basic Schools in the West Bank Governorates from the Teachers' Own Perspective*, found a positive correlation between the degree of commitment to the principles of team spirit and the level of achievement motivation among teachers.

In this context, Tariq Abdel Raouf Amer (2015) emphasized that continuous communication contributes to the development of team spirit in the workplace, enhances social interaction, and fosters human relationships, all

of which have positive effects on overall work outcomes (Amer, Life and Social Skills for Individuals with Special Needs, 2015, p. 250).

Rafidah Al-Hariri pointed out that human relationships play a significant role in the area of motivation, as their presence in the workplace serves as an effective incentive for employees, encouraging them to work energetically and enhancing their motivation to exert maximum effort toward achieving the goals of the energetically and enhancing their motivation to exert maximum effort toward achieving the goals of the organization they work for (Al-Hariri, 2008, p. 175). Moreover, communication skills are considered a fundamental and motivating axis that affects all aspects of human activity through reciprocal relationships and influences in an individual's life. among these relationships:

- **Communication and Achievement:** There is a strong correlation between communication and achievement. The higher the communication skill, the better the achievement tends to be. A person with strong communication skills is more likely to be favored by others, who respond to their needs more readily.
- **Communication and Need:** A correlation also exists between communication and need. Every individual has an internal drive that pushes them to communicate with others—this is the need they seek to fulfill (Al-Qaddah, 2015, pp. 116–118).

From this, we accept the alternative hypothesis, which asserts that there is a statistically significant correlation between communication competency and achievement motivation among physical and sports education teachers at the secondary education level.

❖ **General Hypothesis**

Based on Tables (04) and (05) and the analysis of their results, it is evident that there is a positive and weak correlation. The correlation coefficient value in Table

(04), which is $R = 0.304$, is statistically significant at the $\alpha = 0.05$ level. This confirms the existence of a relationship between pedagogical competencies and achievement motivation among the study sample, given that the significance probability value $\text{sig} = 0.025$ is less than the significance level α . This supports the validity of the hypothesis stating that there is a statistically significant correlation between teaching competencies and achievement motivation among secondary school physical and sports education teachers, and refutes the null hypothesis which denies such a correlation at the $\alpha = 0.05$ significance level.

The statistical significance of the correlation coefficient and the confirmation of the general hypothesis indicate that a relationship exists between the various dimensions of teaching competencies and achievement motivation. However, the proportion of explanation between the two variables does not necessarily imply a causal relationship; rather, it goes beyond that to the independence of the variables from one another. The researcher believes that the significance of the correlation coefficient should not be interpreted as an indication of absolute statistical dependence, but rather within the specific framework of the autonomy of the influencing factors themselves. The results obtained in our study regarding the general hypothesis are consistent with several previous studies mentioned earlier under the section on related and comparable studies. Among these is the study conducted by Qaddar Zine El-Dine (2019), titled *The Teaching Competencies of Physical and Sports Education Teachers and Their Relationship to Female Students' Motivation to Practice Physical Activity in Middle School Education*.

In this study, the researcher reached several findings, including the presence of differences in female students' motivation to practice school physical activity attributable to the variable of teaching competency (high–moderate), as well as the fact that physical and sports education teachers generally possess a high level of teaching competencies. Moreover, the study found no differences in

teaching competencies attributable to the gender variable, but differences were observed based on the variable of professional experience. This highlights the extent to which the teacher succeeds in the educational process, as experience plays a significant role in that regard. In the study by Waleed bin Maatouq Mohammed Zaafrani (2008), titled *The Educational Competencies Required for Physical Education Teachers from the Perspective of Educational Supervisors and School Principals in the Makkah Region*, the researcher developed a list of essential pedagogical competencies for secondary school physical education teachers, and confirmed the level of agreement on the importance of these competencies through identifying the various domains responsible for them. From a psychological perspective, the findings of this research align with those of David McClelland, who demonstrated that academic abilities, knowledge tests, and even formal qualifications do not reliably predict job performance. He further emphasized that certain competencies have predictive value for superior performance over others. He categorized these into five dimensions: knowledge, skills, behaviors, traits, and motives (Asmaa, 2005, p. 40).

❖ **Conclusions :**

- There is a positive and weak statistically significant correlation between the dimension of assessment competency and achievement motivation among the study sample, with a correlation coefficient of **$R = 0.304$**
- There is a positive and weak statistically significant correlation between the dimension of communication competency and achievement motivation among the study sample, with a correlation coefficient of **$R = 0.346$** .

❖ **Recommendations:**

- Propose the development of a standardized scale for evaluating pedagogical competencies among physical and sports education teachers.
- Conduct further studies related to the pedagogical competencies of physical and sports education teachers, with **deeper analysis of their content**, relying on **observation grids** during the actual delivery of physical education sessions.
- Design training programs aimed at developing pedagogical competencies that take into account teachers' needs and the challenges of the modern era
- Reconsider the teaching load assigned to physical and sports education teachers, with efforts to reduce working hours, review salaries, and improve their living conditions through both material and moral incentives, in order to enhance motivation and foster a positive attitude toward the teaching profession in the field of physical and sports education.

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