The journal « sports creativity »

Volume: (16) / N°: (02)-(2025), p 509-533

The level of physical and sports education teachers' possession of teaching competencies in primary education from their perspective.

مستوى امتلاك اساتذة التربية البدنية والرياضية للكفايات التدريسية في مرحلة التعليم الابتدائي من وجهة نظرهم

Dechaicha elamine

دشيشة الأمين

[1] Higher School of Teachers of Bou Saâda dechaicha.elamine@ens-bousaada.dz

Received: 09/07/2025 **Accepted: 12/08/2025** **Published:30/09/2025**

Abstract : This study aimed to identify the level of physical education teachers' possession of teaching competencies (planning, implementation, and evaluation) at the primary education stage from their point of view. To achieve this objective, the descriptive method was adopted, and a questionnaire was designed as the main data collection tool after ensuring its validity and reliability. The study was conducted on an intentional survey sample of 45 physical education teachers working in primary schools. The results revealed that the level of teachers' competencies in planning, implementation, and evaluation was weak across all three areas. These findings indicate a deficiency in the instructional performance of this group, highlighting the need for continuous professional development and support.

Keywords: Teaching competencies, Physical education, Primary education.

الملخص : هدفت هذه الدراسة إلى التعرف على مستوى امتلاك أساتذة التربية البدنية والرياضية للكفايات التدريسية (التخطيط، التنفيذ، التقويم) في مرحلة التعليم الابتدائي من وجهة نظرهم. ولتحقيق هذا الهدف، تم اعتماد المنهج الوصفي، وتصميم استبانة كأداة لجمع البيانات، بعد التأكد من صدقها وثباتها. أجريت الدراسة على عينة قصدية مسحية مكونة من 45 أستاذًا في التربية البدنية والرياضية بالتعليم الابتدائي، وقد أظهرت النتائج أن مستوى امتلاك الأساتذة لكفاية التخطيط والتنفيذ والتقويم كان ضعيفًا في جميع المجالات الثلاثة، مما يدل على وجود قصور في الأداء التدريسي لهذه الفئة، ويستدعي مزيدًا من الاهتمام بالتكوين المستمر والدعم المهني.

- **الكلمات المفتاحية :** الكفايات التدريسية، التربية البدنية والرياضية، التعليم الابتدائي.

Corresponding author: Dechaicha Elamine e-mail: dechaicha.elamine@ens-bousaada.dz

1- Study Problem

The educational process is considered the cornerstone for the building and development of nations, as it is given great importance from all aspects, especially its active and effective internal components represented by the well-known triangle of teacher, learner, and curriculum.

The teacher holds a well-recognized position throughout ages and times, preserved in the pages of history, as the teacher is one of the most important human inputs in the educational process, if not the most important. The teacher is the effective and influential element in the educational system and in achieving its goals better and with high efficiency.

The physical education teacher, in particular, plays a fundamental role in the educational and pedagogical process. Due to their close interactions with most of their students and their direct influence on students' behavior, physical education teachers are considered the most in need of social, personal, and professional compatibility, alongside possessing a set of positive personal and behavioral traits that help them succeed in their role.

The success of the educational process depends on several fundamental factors such as the sound construction of curricula, the use of appropriate teaching methods and evaluation techniques, the employment of educational aids and educational technology, the availability of suitable school buildings, and effective school administration. However, above all these factors is the competent teacher who is able to perform their duties efficiently and effectively.

Thus the increasing importance of acquiring modern teaching competencies that align with the new curriculum and the difficulties faced by

physical education teachers during lessons becomes clear. Overcoming these difficulties requires employing appropriate skills for each educational level in addition to good interaction with students, motivating and encouraging them, and being able to communicate effectively with them while understanding the specifics and needs of each individual student.

Teaching competencies refer to the abilities and techniques that a person uses to teach others and communicate with them effectively. They are among the important factors ensuring the success of the teaching process and the achievement of specific educational goals. Teaching competencies include three main aspects: planning, implementation, and evaluation. Planning involves preparing lessons and designing educational activities in line with the curriculum objectives and students' needs. Implementation relates to effectively applying educational plans in the classroom using diverse teaching strategies to enhance learning. Evaluation includes assessing students' performance and their achievement of educational goals and providing appropriate feedback.

Achieving these competencies contributes to developing an effective learning environment that supports comprehensive and sustainable learning. Based on these considerations, this study addresses and analyzes the following general question:

-What is the level of physical education teachers' possession of teaching competencies at the primary education stage?

1-1-Research Questions:

-What is the level of physical education teachers' possession of planning competency at the primary education stage?

-What is the level of physical education teachers' possession of implementation competency at the primary education stage?

-What is the level of physical education teachers' possession of evaluation competency at the primary education stage?

2-Hypotheses:

2-1-General Hypothesis:

-Physical education teachers at the primary education stage possess a high level of teaching competencies.

2-2-Specific Hypotheses:

-Physical education teachers at the primary education stage possess a medium level of planning competency.

- Physical education teachers at the primary education stage possess a low level of implementation competency.

- Physical education teachers at the primary education stage possess a low level of evaluation competency.

3-Significance of the Study:

The topic of this study physical education teachers' possession of teaching competencies at the primary level holds great importance in the field of education, especially with the recent introduction of specialized physical education teachers in primary schools in Algeria for the first time. Most of these teachers were recruited through the Ministry of National Education's digital platform, which prioritized graduation seniority from physical education institutes. This means that many were distant from the field of education and training, with most being unemployed due to the lack of positions, while other teachers, not specialized in this field, assumed this role.

This study is significant because it helps identify the strengths and weaknesses of the teachers and makes them aware of their teaching competencies, particularly in planning, implementation, and evaluation, as well

as their ability to manage these competencies. Consequently, they can rely on themselves to develop their teaching performance to achieve the desired goal of effectively delivering the educational message to the student. Moreover, this study serves as a reference for other research in this field.

4-Study Objectives:

The objectives of this study are summarized as follows:

-To determine the level of physical education teachers possession of teaching competencies at the primary education stage.

-To determine the level of physical education teachers possession of the competencies of planning, implementation, and evaluation at the primary education stage.

5-Definition of Study Concepts:

Teaching Competencies : Teaching competencies are defined as a set of knowledge, skills, and abilities that a teacher must possess to perform their teaching tasks effectively and efficiently. These competencies include planning, implementation, and evaluation.

Physical Education Teacher: A physical education teacher is a sports educator who plays a key role in the teaching and learning process. They are responsible for selecting appropriate activities for students during and outside lessons to achieve educational and pedagogical goals and to implement them in practice.

Primary Education Stage: This is the first stage in the educational system and typically includes grades one through five, though this may vary by country. At this stage, students learn reading, writing, mathematics, and basic sciences, in addition to physical education, which was assigned to a specialized teacher for the first time this year by a presidential decree in Algeria.

6-Previous and Related Studies

Study 1: Kaddour Ezzedine (2018)

-Title: The Degree of Possession of Teaching Competencies by Physical Education Teachers in Algiers at the Middle School Stage.

-General Objective: To identify the degree to which physical education teachers in Algiers possess teaching competencies at the middle school stage.

-Research Question: What is the degree of possession of teaching competencies by physical education teachers in Algiers at the middle school stage?

-Methodology: Descriptive survey method.

-Sample: 154 randomly selected physical education teachers in Algiers.

-Tools: Questionnaire.

-Main Findings: The level of teaching competencies among physical education teachers was generally high.

-Recommendations: Increase efforts to provide more teacher training.

Study 2: Ahmed Youssef Ahmad Hamdan (2011)

-Title: Teaching Competencies Required to Prepare Physical Education Teachers from Their Perspective in Ajman.

-General Objective: To identify the teaching competencies necessary for preparing physical education teachers from their own perspective.

-Research Question: What teaching competencies are necessary for preparing physical education teachers from their perspective?

-Methodology: Descriptive-analytical method.

-Sample: 100 randomly selected teachers.

-Tools: Questionnaire.

-Main Findings: There was variation in the necessary competencies as perceived by teachers.

-Recommendations: Review the preparation of physical education teachers to align with global standards.

Study 3: Allali Talib (2017)

-Title: Teaching Competency of Physical Education Teachers and Its Impact on the Quality of the Educational Process at the Secondary Stage from the Perspective of Teachers and Students.

-General Objective: To identify the teaching competency of physical education teachers and its impact on educational quality at the secondary level.

-Research Question: Does the teaching competency of physical education teachers meet the quality requirements of the educational process at the secondary stage?

-Methodology: Descriptive method.

-Sample: 30 teachers and 100 students selected randomly.

-Tools: Questionnaire.

-Main Findings: Teaching competencies positively impact educational quality.

-Recommendations: Increase training workshops and targeted professional development to keep teachers updated and motivated.

Study 4: Broug Kamal (2014)

-Title: Teaching Competency of Physical Education Teachers and Its Effect on Students' Attitudes Toward Physical Activity Practice at the Secondary Stage.

-General Objective: To identify the impact of teaching competency on shaping students' attitudes toward physical activity at the secondary level.

-Research Questions:

-Does teaching competency influence positive student attitudes toward physical activity?

-Do teaching competency and student attitudes differ by gender or teacher experience?

-Methodology: Descriptive-analytical.

-Sample: 40 teachers and 800 students from high schools in Chlef, randomly selected.

-Tools: Observation checklist for teaching competency and attitude scale.

-Main Findings: Teachers possess high teaching competencies; the relationship between competency and student attitudes was weak but present; no significant differences based on gender or experience.

-Recommendations: Enhance continuous teacher training via interactive workshops and encourage motivational teaching methods aligned with developments in sports and education.

Study 5: Abdelkader Othmani (2013)

-Title: Proposal of an In-Service Training Program to Develop Teaching Competencies of Primary Physical Education Teachers.

-General Objective: To propose an in-service training program addressing the needs of primary physical education teachers, enhancing competencies in planning, implementation, and evaluation.

-Research Questions:

-What are the in-service training needs?

-Are there statistically significant differences between pre- and post-test results in planning competency?

-Are there differences in implementation and evaluation competencies?

-Methodology: Quasi-experimental, one-group pretest-posttest design.

-Sample: 13 physical education teachers from Bou Saâda, purposively selected.

-Tools: Teaching competency scale, training program design, statistical analysis including Cronbach's alpha, Spearman and Pearson correlation, Chi-square test.

-Main Findings: Significant improvement after training; in-service training must be based on real needs and adapted to primary education specifics.

-Recommendations: Design precisely targeted training programs based on actual teacher needs and promote continuous professional development aligned with learners and educational context.

Study 6: Ahmed Zineddine Kaddour (2019)

-Title: Teaching Competencies of Physical Education Teachers and Their Relationship with Female Students' Motivation to Practice School Physical Activity at the Middle School Stage.

-General Objective: To identify the relationship between teaching competencies and female students' motivation for physical activity, measure competency levels, and study the effects of gender and professional experience.

-Research Questions:

-What is the relationship between teaching competencies and students' motivation?

Do teachers possess high competencies?

-Are there differences attributed to gender or experience?

-Methodology: Descriptive.

-Sample: 400 female students and 30 teachers randomly selected from middle schools in Tenes, Chlef.

-Tools: Observation checklist (3 dimensions, 30 items), motivation scale (6 dimensions, 48 items), statistical analysis via SPSS.

-Main Findings: Clear effect of teaching competencies on motivation; teachers possess high competencies; no gender differences; experience affects competency.

-Recommendations: Strengthen continuous training and provide professional development programs tailored to middle school specifics, focusing on new and moderately experienced teachers.

7-Field Procedures of the Study

7-1-Preliminary Study (Pilot Study): The preliminary study is the first step in scientific research. It helps the researcher understand the study population by clarifying ideas and providing a precise understanding of the nature of the field subject under study. The goal is to build initial data about the research sample to prepare techniques that enable approaching the respondents. This is done to conduct a study of the site where the main study will be carried out, deepen knowledge about the proposed research topic both theoretically and practically, collect observations related to the research phenomena, identify the importance of the research, define its hypotheses, and start drafting the initial points for planning the research (objectives, framework, and context). **(Fadhil Dilou, 1995, pp. 4647)**

7-2-The following objectives were pursued in this step:

-Study the psychometric properties (validity, reliability) of the instrument.

-Verify the suitability of the scale and the respondents' understanding of its items and terminology.

-Determine the approximate time required for respondents to complete the scale.

7-3-Research Methodology: The descriptive method was used in this study because it is the most suitable for the research topic. Data were collected, conditions described, organized, and conclusions and recommendations extracted.

7-4-Study Population and Sample:

Population: The study population consisted of contract teachers in primary education in the Bou Saâda district, totaling 45 contracted teachers according to the educational statistics for the 2024/2025 academic year from the Directorate of Education of M'sila Province.

Sample: A sample is a part or the whole of a population selected to represent it for research purposes. The researcher uses the sample as the basis for the study and requires it to represent the population accurately to generalize the results. Since the population was small, a full census survey was used, including all contracted primary education teachers in Bou Saâda district (45 teachers). However, 15 teachers who participated in the pilot study were excluded. The sample was thus 30 teachers, selected by a full survey method (census).

7-5-Data Collection Methods (Instruments): A questionnaire was prepared consisting of 36 items. It was distributed among physical education teachers in the primary stage in Bou Saâda district, with 45 teachers in total (15 pilot, 30 main study).

Questionnaire: A set of questions on a specific topic presented clearly to respondents without the need for additional explanation. The questionnaire contained three sections:

- **Section 1 (19 items): The level of possession of planning competency by physical education teachers at the primary stage.**
- **Section 2 (17 items): The level of possession of implementation competency.**
- **Section 3 (16 items): The level of possession of evaluation competency.**

Psychometric Properties of the Instrument: Validity and reliability are among the most important conditions for a sound measurement tool, and they are related. As Kurton stated, Validity is a manifestation of reliability**. (Ahmed, 1999, p. 292)**

Validity: Validity is considered the most important factor for tests and measures, mainly related to the test results. Tabler stated that validity is the most crucial consideration for any test. **(Alawi, 1996, p. 321)**

7-6-Content Validity (Validity by Experts): In this research, content validity was ensured by presenting the questionnaire to a group of specialists in physical activity sciences and sports techniques to evaluate the suitability of the items for measuring the intended traits. They were asked to review the items and indicate their appropriateness and suggest suitable modifications.

8-Internal Consistency Validity : The questionnaire's validity was also verified by calculating the internal consistency of the items, based on Pearson's correlation coefficient between the individual items and the total score of the dimension to which they belong. The following table shows the results obtained:

Table 1: Internal Consistency Validity for the First Dimension (Level of Possession of Planning Competency by Physical Education Teachers in Primary Stage)

Item No.	Correlation with Dimension (R)	Significance Level (Sig)	Statistical Decision
1	0.491**	0.006	Significant
2	0.010	0.960	Not Significant
3	0.590**	0.001	Significant
4	0.639**	0.000	Significant
5	0.297	0.111	Not Significant
6	0.291	0.118	Not Significant
7	0.281	0.036	Not Significant
8	0.484**	0.007	Significant
9	0.479**	0.007	Significant
10	0.565**	0.001	Significant
11	0.632**	0.000	Significant
12	0.514**	0.004	Significant
13	0.726**	0.000	Significant
14	0.653**	0.000	Significant
15	0.206	0.275	Not Significant
16	0.322	0.082	Not Significant
17	0.571**	0.001	Not Significant

18	0.618**	0.000	Not Significant
19	0.521**	0.003	Not Significant

It is evident from Table (01) that the correlation coefficient for each item in the dimension of Planning Competency is statistically significant at the 0.01 significance level. The highest correlation coefficient was 0.726 for item 13, while the lowest correlation coefficient was 0.010 for item 2. Due to weak correlations, the researcher decided to remove items 2, 5, 6, 7, 15, and 16 from the scale entirely.

Table (02) presents the internal consistency validity for the second dimension:

(Level of possession of Implementation Competency by physical education teachers in the primary stage).

Item No	Correlation with Dimension (R)	Significance Level (Sig)	Statistical Decision
1	0.109	0.565	Not Significant
2	0.373*	0.043	Not Significant
3	0.426*	0.019	Significant
4	0.643**	0.000	Significant
5	0.107	0.555	Not Significant
6	0.242	0.197	Not Significant
7	0.594**	0.001	Significant
8	0.546**	0.002	Significant
9	0.417*	0.022	Significant
10	0.526**	0.003	Significant
11	0.787**	0.000	Significant
12	0.434*	0.017	Significant
13	0.680**	0.000	Significant
14	0.259	0.045	Not Significant
15	0.269	0.150	Not Significant
16	0.683**	0.000	Significant
17	0.782**	0.000	Significant

It is evident from Table (02) that the correlation coefficient for each item in the dimension of Implementation Competency is statistically significant at the 0.01 level. The highest correlation coefficient was 0.787 for item 11, while the lowest correlation coefficient was 0.107 for item 5. Due to weak correlations, the researcher decided to remove items 1, 2, 5, 6, 14, and 15 from the scale entirely.

Table (03) presents the internal consistency validity for the third dimension:

(Level of possession of Evaluation Competency by physical education teachers in the primary stage).

Item No	Correlation with Dimension (R)	Significance Level (Sig)	Statistical Decision
1	0.681**	0.000	Significant
2	0.395*	0.031	Significant
3	0.449*	0.013	Significant
4	0.357	0.053	Not Significant
5	0.416*	0.022	Significant
6	0.806**	0.000	Significant
7	0.472**	0.009	Significant
8	0.279	0.136	Not Significant
9	0.265	0.157	Not Significant
10	0.228	0.226	Not Significant
11	0.400*	0.029	Significant
12	0.124	0.513	Not Significant
13	0.033	0.864	Not Significant
14	0.458*	0.011	Significant
15	0.796**	0.000	Significant
16	0.547**	0.002	Significant

It is evident from Table (03) that the correlation coefficient for each item in the Evaluation Competency dimension is statistically significant at the 0.01 level. The highest correlation coefficient was 0.806 for item 6, while the lowest correlation

coefficient was 0.124 for item 12. Due to weak correlations, the researcher decided to remove items 4, 8, 9, 10, 12, and 13 entirely.

8-1-Construct Validity:

Table (04) presents the construct validity of the questionnaire.

Dimension	Correlation with Total Score (R)	Significance Level (Sig)	Statistical Decision
Level of possession of Planning Competency by physical education teachers in primary stage	0.707	0.000	Significant
Level of possession of Implementation Competency by physical education teachers in primary stage	0.720	0.000	Significant
Level of possession of Evaluation Competency by physical education teachers in primary stage	0.701	0.000	Significant

From Table (04), we observe that all dimensions of the questionnaire have a statistically significant positive correlation with the total score, indicating strong construct validity of the questionnaire, which supports its use for data collection.

8-2-Reliability: Test reliability is defined as the degree of consistency that a measurement tool can achieve when applied. It also refers to the extent to which a test is consistent and the accuracy with which it measures the phenomenon under study. "Guilford" defined reliability as the ratio of true variance in the scores obtained from a test, where the variance of scores on the scale indicates the actual performance of individuals. This equation represents the degree of the scale. **(Al-Sayed Farhat, 2001, p.144)**

- **In our study, we adopted the reliability method using Cronbach's Alpha.**

Number of Items	Cronbach's Alpha Value	Statistical Decision	Dimension
13	0.838	Reliable	Level of possession of Planning Competency by physical education teachers in primary stage
11	0.834	Reliable	Level of possession of Implementation Competency by physical education teachers in primary stage
10	0.770	Reliable	Level of possession of Evaluation Competency by physical education teachers in primary stage
34	0.900	Reliable	Total score of the questionnaire

Table (05) shows the reliability of the questionnaire using Cronbach's Alpha method.

From Table (05), we find that the Cronbach's Alpha values for all dimensions as well as the total questionnaire score are all greater than (0.7), indicating a high reliability of the questionnaire that allows its use for data collection.

Objectivity:

Objectivity means that the tool (the questionnaire) is not affected by the change of evaluators, and that the questionnaire provides the same results regardless of who performs the evaluation. Both "Barrow" and "McGee" define objectivity as the degree of consistency between the scores given by different evaluators on the same test. "Mohamed Sobhi Hussein" also mentions that reliability means objectivity, i.e., that an individual obtains the same score even if the evaluators differ.

From all the above, we can conclude that the study tool is characterized by reliability, validity, and objectivity when used, which makes it appropriate, valid, and ready for application.

Study Design and Statistical Analysis:

This study used the SPSS statistical package, version 26, which is one of the most important and well-known software packages for statistical data analysis. This

program possesses many unique features that distinguish it from similar programs. The following statistical methods were employed:

-Mean

-Standard deviation

-Student's t-test for one sample

-Correlation coefficient

-Cronbach's Alpha

-Spearman-Brown formula

9-Steps of Conducting the Current Study:

The exploratory study was conducted on a sample of (15) contracted primary stage teachers in the Bou-saada district between January 14, 2025, and January 28, 2025. This step aimed to verify the validity and reliability of the study tool. After finalizing the study tool, the researcher distributed the questionnaire to a main sample of (30) contracted primary stage teachers in Bou-saada district to gather their opinions on the questionnaire from April 14, 2024, until May 15, 2025. The questionnaires were delivered personally, with some items explained to ensure respondents' understanding. After May 15, all questionnaire forms were collected.

The collected data were then entered into the SPSS system starting May 20, 2025, where tables were created, and the mean, standard deviation, Student's t-test for one sample, correlation coefficients, and Cronbach's Alpha were calculated. The results will be analyzed and discussed in Chapter Five, which presents, analyzes, and discusses the findings.

10-Presentation, Analysis, and Discussion of Results

Distribution of Data:

Table (06) shows the normality test of the distribution of the questionnaire data on the level of teaching competencies possessed by physical education teachers:

Kolmogorov-Smirnov	Shapiro-Wilk	Statistical Decision	Axis
Test Value: 0.218	Sig: 0.001	0.860	1
0.219	0.001	0.765	2
0.181	0.014	0.938	3
1.229	0.200*	0.928	—

From Table (06), we find the following:

For the first, second, and third axes as well as the total score: all significance levels (Sig) are greater than (0.05). Therefore, we reject the alternative hypothesis and accept the null hypothesis, which means that the data follow a normal distribution. Accordingly, parametric statistical tests will be used for analysis on these axes.

Presentation and Analysis of Results for the First Hypothesis:

The Level of Physical Education Teachers' Possession of the Planning Competency

Table (07) shows the descriptive statistics for the level of physical education teachers' possession of planning competency.

Sample Size	Mean	Standard Deviation	Hypothetical Mean	Total Score
30	2.4025	0.26919	2.5	Axis 1: Level of Physical Education Teachers' Possession of Planning Competency

From Table (07), we observe a decrease in the mean responses related to the first axis, which concerns the level of Physical Education teachers' possession of planning competency, compared to the hypothetical mean. To confirm this observation, we applied a One-Sample t-Test to determine whether the difference is statistically significant.

Table (08): One-Sample t-Test Results for Axis 1 Level of Physical Education Teachers' Possession of Planning Competency

Decision	Hypothetical Mean	Test Used	t-Value	Significance Level (Sig)	Sample Mean	Axis
Statistically significant at 0.01 level	2.5	One-Sample t-Test	-1.980	0.000	2.4025	Axis 1: Level of Physical Education Teachers' Possession of Planning Competency

Interpretation: From Table (08), we find that the calculated t-value is (-1.980) and the significance level is (0.000), which is less than the 0.01 significance threshold. Therefore, we conclude that there is a statistically significant difference between the sample mean and the hypothetical mean Since the t-value is negative, the difference favors the hypothetical mean, indicating that the participants' responses lean negatively compared to the expected level. This leads to rejecting the first hypothesis, which stated that the level of Physical Education teachers' planning competency is moderate or acceptable. In other words, the findings suggest that the planning competency among primary school Physical Education teachers is below the expected level.

Presentation and Analysis of Results for Axis 2: Execution Competency

Table (09): Descriptive Statistics of Physical Education Teachers' Level of Execution Competency

Sample Size	Sample Mean	Standard Deviation	Hypothetical Mean	Axis
30	2.3757	0.21634	2.5	Axis 2: Level of Physical Education Teachers' Possession of Execution Competency

From Table (09), we observe a decline in the sample mean compared to the hypothetical mean, suggesting that the teachers' level of execution competency may be lower than expected. To confirm this statistically, a One-Sample t-Test was conducted.

Table (10): One-Sample t-Test Results for Execution Competency

Decision	Hypothetical Mean	t-value	Sig. (p-value)	Sample Mean	Axis
Statistically significant at 0.01	2.5	-3.148	0.000	2.3757	Axis 2: Execution Competency

Interpretation: As shown in Table (10), the calculated t-value is -3.148 with a significance level of 0.000, which is less than 0.01. Therefore, the difference between the sample mean and the hypothetical mean is statistically significant Since the t-value is negative, the difference is in favor of the hypothetical mean, indicating that participants' responses tend toward the negative side. Thus, the second hypothesis that the level of execution competency among primary school PE teachers is weak is confirmed (accepted).

Presentation and Analysis of Results for Axis 3: Assessment Competency

Table (11): Descriptive Statistics of Physical Education Teachers' Level of Assessment Competency

Sample Size	Sample Mean	Standard Deviation	Hypothetical Mean	Axis
30	2.09	0.28644	2.5	Axis 3: Level of Physical Education Teachers' Possession of Assessment Competency

From Table (11), it is clear that the mean score of responses for the assessment competency axis is significantly lower than the hypothetical mean. To verify this difference statistically, a One-Sample t-Test was applied.

Table (12): One-Sample t-Test Results for Assessment Competency

Decision	Hypothetical Mean	t-value	Sig. (p-value)	Sample Mean	Axis
Statistically significant at 0.01	2.5	-7.725	0.000	2.09	Axis 3: Assessment Competency

Interpretation: Table (12) shows that the t-value is -7.725, and the p-value is 0.000, which is below the 0.01 significance level. This result indicates a statistically significant difference between the sample mean and the hypothetical mean.

Given the negative t-value, the mean difference favors the hypothetical mean, confirming that participants' responses reflect a lower-than-expected level of assessment competency. Consequently, the third hypothesis that the level of assessment competency among primary school PE teachers is weak is confirmed (accepted).

11-Discussion of Results in Light of the Hypotheses:

Discussion of Axis One Results Based on the First Sub-Hypothesis: After presenting and analyzing the results of the first axis from the questionnaire responses, and based on thirteen questions relating to the first hypothesis which posits that the level of physical education teachers' planning competency is

moderately unmet we find in Tables 7 and 8 that the test value (T) equals -1.980 and the significance level (Sig) is 0.000. Since this is below the 0.01 threshold, the test is statistically significant. Thus, there is a significant difference between the mean and the hypothetical average. The negative test value indicates that the responses tend toward the negative direction, confirming the rejection of the first hypothesis. This means that physical education teachers' planning competency is weak.

Discussion of Axis Two Results Based on the Second Sub-Hypothesis: After presenting and analyzing the second axis from the questionnaire responses, based on eleven questions concerning the second hypothesis which states that the implementation competency of physical education teachers is weak we find in Tables 9 and 10 that the test value (T) is -3.148 and the significance level (Sig) is 0.000. Since this is below 0.01, the test is statistically significant. There is a significant difference between the actual and hypothetical means, and the negative test value confirms that the responses lean negatively. This supports the acceptance of the second hypothesis: implementation competency is weak.

Discussion of Axis Three Results Based on the Third Sub-Hypothesis:

After analyzing the third axis based on ten questions related to the third hypothesis which states that the evaluation competency of physical education teachers is weak we find in Tables 11 and 12 that the test value (T) is -7.225 and the significance level (Sig) is 0.000. As this is lower than the 0.01 level, the test is statistically significant. The negative test value indicates that the sample's responses are in the negative direction, confirming that the third hypothesis is accepted: evaluation competency is weak.

Discussion of the General Hypothesis:

After analyzing the overall results obtained from the questionnaire distributed to primary school physical education teachers in the Bou Saâda district, we find

confirmation of most of the study's hypotheses. Based on the general hypothesis stating that the level of teaching competencies among primary school teachers is moderate, the tables from Table 7 to Table 12 show significant differences between actual and hypothetical means. These differences, favoring the hypothetical mean, indicate that participants' responses lean negatively. Therefore, the general hypothesis is rejected: teaching competencies are not moderately achieved they are weak.

12-General Conclusion:

This study focused on analyzing the level of teaching competencies among physical education teachers to ensure high-quality instruction. Through questionnaires and interviews, competency levels were evaluated. The findings revealed significant variability, highlighting the urgent need for ongoing training programs to enhance teachers' skills and professional effectiveness.The study also emphasizes the importance of providing modern educational resources and creating an appropriate teaching environment to ensure optimal outcomes Based on the study's findings and supporting literature, the following conclusions can be drawn:

-The planning competency of primary physical education teachers is weak.

-The implementation competency is also weak.

-The evaluation competency is similarly weak. Therefore, overall, the teaching competencies of primary physical education teachers are weak.

13-Recommendations:

Based on the findings, the following recommendations are proposed:

-Provide continuous training programs aimed at improving teaching competencies, focusing on the latest pedagogical and technological methods.

-Conduct regular evaluations of teachers to identify strengths and areas for improvement and use the results to inform professional development.

-Supply modern educational resources, including up-to-date sports equipment, to support high-quality teaching.

-Encourage teachers to participate in training workshops and academic conferences to update their knowledge and apply best practices.

-Ensure a supportive and motivating work environment, including administrative and moral support, to enhance teacher performance and competency.

-Establish partnerships with universities and specialized institutes in physical education to promote knowledge exchange, expertise sharing, and research collaboration.

These recommendations, among others, can significantly improve the teaching competencies of primary physical education teachers, ultimately enhancing the quality of education and achieving educational goals.

14-References:

-Ahmed, Mohamed Abdel Aziz (1999). Tests and Measurements in Physical Education, Egypt: Al-Maaref Establishment.

-El-Sayed Farhat, Mohamed (2001). Measurement and Evaluation in Physical Education, Cairo: Dar Al-Fikr Al-Arabi.

-Daliou, Fadhel (1995). Scientific Research Methodology, Algeria: National Office of University Publications.

-Allawi, Mohamed Hassan (1996). Measurement in Physical Education and Sports, Cairo: Center for Book Publishing.

-Kaddour, Azzedine (2018). The Level of Teaching Competencies of Physical Education Teachers in Algiers Middle Schools: A Field Study.

-Hamdan, Ahmed Youssef (2011). Teaching Competencies Required for Preparing Physical Education Teachers: A Case Study in Ajman, Master's Thesis, UAE.

-Alali, Taleb (2013). The Effect of Physical Education Teachers' Teaching Competency on Educational Quality in Secondary Schools: From the Perspective of Teachers and Students,

-Berruj, Kamal (2014). The Impact of Physical Education Teachers' Competency on Students' Attitudes Toward Physical Activity: A Field Study, Algeria.

-Othmani, Abdelkader (2013). A Proposed In-Service Training Program to Develop Teaching Competencies of Primary School Physical Education Teachers, Scientific Article.

-Ahmed, Zine El-Din Kaddour (2019). Teaching Competencies of Physical Education Teachers and Their Relationship to Female Students' Motivation for School Physical Activity in Middle School, Doctoral Thesis, University of Ouargla.