

Perception of Students towards the Physical Education Teachers Teaching Competency at Secondary Schools

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Abstract

The main objective of the study was to examine and evaluate the perception of students towards physical education teachers teaching competency in Harar town secondary schools. The study was used descriptive research design and qualitative research method. The target population of the study was all students of secondary schools in the study area and the researcher was used cluster sampling and simple random sampling method. The type of data that incorporated in the study was primary data. The study was used structured questionnaires and these questionnaires were constructed in 5-point Likert scale, and were analyzed using SPSS statistical software (v. 23.0) with the help of percentage, mean value, and table. The findings of the study showed that the overall perception of students (on the three domains) towards physical education teachers' teaching planning competencies, teaching plan implementation competencies, and teaching motivational competency was moderate and on the other one domain (on personal and social competencies) was high. But in general from the finding of the study it can be conclude that the overall perception of students towards physical education teachers teaching competency was moderate. Based on the research findings, the following recommendations were given by the researcher, the secondary schools of the study area should give a great emphasis on teaching planning competencies, teaching plan implementation competencies, and teaching motivational competencies than personal and social competencies, the secondary schools of the study area should encourage the development of teachers' performance, the teachers should improve or should emphasize on their teaching planning competencies, teaching plan implementation competencies, and teaching motivational competencies continuously, the secondary schools of the study area town should provide a given platform or podium for the students that enables them to increase their perception towards the physical education teachers teaching competencies.

Key words: perception of students, teaching competency, physical education teachers

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I. Introduction

1.1 Back Ground of the Study

Education plays a great role for the development of one country. No countries have achieved its development stage without education. Education is one of the main instruments of development for any country. It is an interpersonal transaction that takes place among human being in exchange of knowledge, skill, and attitude. Education plays a role in the promotion of respect for human right and democratic values, creating the condition for legality, mutual understanding and cooperation among people. Education enables individuals and societies to make all round participation in the development process by acquainting them with knowledge, ability, skills and attitudes. Also the main aim of education is to strengthen the individuals and societies problem solving capacity, the ability to create new ideas and culture starting from us basic to in all level. Education does not operate in isolation, and rather it must be integrated with research, practice and development that contribute towards an all rounded development of the society (MoE, 2016).

Physical education is an integral part of education as a whole, aimed at developing aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of a healthy lifestyle and the introduction of a clean environment through physical activities, exercises and health elected systematically in order to achieve national education goals. Physical education is a vehicle for educating children. Experts agree that physical education is a tool for fostering young people so that they would be able to make the best decisions about physical activities in the future and live a healthy lifestyle throughout their lives. This goal could be achieved through providing direct and tangible experiences in the form of

activities. The nature of physical education is grounded in movement, games, and sports which lead itself to a high rate of teacher-student interactions. The nature of these interactions may be a leading factor in a student's perception of physical education. Kyrgiridis (2014) cited teaching behaviors as strong indicators for either positive or negative perceptions of physical education. Survey research completed by Kyrgiridis (2014) indicated that the main factor in students' descriptor of caring behaviors of physical education teachers was the idea that students felt the teacher paid attention to them. The remaining list of factors reported by Seferoglu (2005) solidifies the notion that the nature of the interactions between the physical educator and student plays a vital role in the students' perceptions of their physical education teacher. Qualified teachers who can deliver high quality instruction are significant for students' success and motivation in schools (Seferoglu, 2005; Siegle, 2014). The teacher is the cornerstone of the educational process. Teachers are responsible for providing students with knowledge, skills and experience within and outside the classroom. Therefore, preparing the teachers to meet the demands and requirements of the teaching profession is significant in all educational systems. Teachers should possess high levels of teaching competencies. Competencies can be defined as "the positive combination of knowledge, ability and willingness in the availability of the individual to cope successfully and responsibly with changing situations" (Weinert, 2001).

The concept of competence is used as the equivalent of standard and quality. Teacher competence is a concept which is used to list in detail the attitudes, knowledge, and skills teachers should have. The answers to Weinert (2001) question of "How can we improve teacher competencies?" is stated in his study as providing suitable candidates for teacher competencies, keeping teachers who are better at their duties, entering lessons well prepared, providing good working conditions, and providing quality professional development.

(Weinert, 2001) Explained the general competence of teachers in six components: valuing students, respect for student personality and equality, social interaction, professional enthusiasm and motivation, job attitudes, and reflective interaction

(Buyuknacar, 2008) Defined teachers' professional personality competencies as information which is expected to be known in their field which is specific to the individual's occupational group and features by which professional knowledge is evaluated.

Physical Education is the one among the subjects included in school curriculum. As it taught both theoretical and practical, it was unique from other subjects in school. It focuses to developing physical, mental, social, emotional and spiritual aspects of personalities.

White and Coakley (1986) explain that sport is a very useful vehicle for learning in physical education and it support the process of students learning. Also, Buyuknacar, 2008, states that; a well-developed school program of physical education will begin with rhythms and simple games and will progress in complexity as the ability and interests of the students develop.

Buyuknacar, 2008, states that the basic objectives of physical education are to develop physical skills, physical fitness, participation, knowledge, attitudes, social values and emotional stability. In spite of the availability of evidence which justifies the significance of teaching physical education in schools as well as the existence of policy pronouncements which make the teaching of physical education mandatory, the subject in Africa and particularly in Ethiopia still faces numerous challenges and is not being taught effectively.

In the field of education, those who are in power include the government, universities' teacher education programs and principals at local schools. These institutions and individuals are the specialized agents who determine the rules of the game or as Buyuknacar (2008) argued for the field of physical education: 'have influences over curriculum and practice'.

Competencies of physical education teachers are explained as required knowledge, understanding, skills, and attitudes which are needed by physical education teachers in order to perform duties and responsibilities (Unlu, 2008).

Physical education lessons improve students' leadership skills and self-confidence, increase love and respect for the environment and themselves, help in obeying school and class rules, and provide balanced eating habits (Demir, 2008). Many scholars argued that whatever it is the teachers are well qualified and trained with subject matter knowledge and methods of teaching it is impossible to meet the educational objectives without the interest and positive attitude of the school community. Therefore, this study was tried to investigate the perception of students towards the physical education teachers teaching competency

1.2 Statement of the Problem

The duties of the physical education teachers have multiple facets that include designing and implementing physical and sports activities that contribute in developing and enhancing students' values and ethics; improving their physical abilities, strength, psychological health, motor skills and social attitudes; and maximizing physical activity opportunities for the students (Abu-Jameh, 2013; Castelli, 2007). However, physical education teachers should possess high level of educational competencies in order to be able to successfully deliver instruction, manage classroom, and contribute in students' developments. (Kyrgiridis,

2014), reported that the instrument that assess physical education teachers' competencies should consist of six domains: applications of the content of physical education, lesson implementation, learning environments, teaching strategies, student and teacher assessment, and use of technology (Kyrgiridis, 2014). Chen et al (2014) argued that to deliver quality physical education, teachers should master four competencies including task design, task presentation, class management, and instructional guidance (Chen & et.al, 2014).

The teacher who possesses the teaching competencies is more confident in the procedures and decisions he/she takes to reach his/her students to the desired educational goals successfully and in view of the importance of this subject. Furthermore, physical education teachers should possess specific basic educational competencies that include: planning competencies, implementation competencies, personal and social competencies, and motivational competencies (Stojanović, 2012; Abu-Jameh, 2013; Tul, 2015; Al-Tawel, 2017). Well trained subject teachers should be available: the role of the teacher is crucial in implementation process; he/she must have the necessary knowledge, attitude and skill. Physical teachers' roles are important in the educational process.

Most of the prior related researches were focused on the evaluation of the competency of physical education teachers not the perception of students towards the physical education teachers teaching competency. Therefore, this study tries to examine level of the perception of students towards the physical education teachers teaching competency in relation to teachers teaching planning, teaching plan implementation, personal and social, motivational competencies.

1.3 General Objective

The main objective of the study was to examine and evaluate the perception of students towards physical education teachers teaching competency.

1.3.1 Specific objectives

The specific research objectives of the study were:-

- ✓ To examine the perception of students towards physical education teachers teaching planning competency
- ✓ To investigate the perception of students towards physical education teachers teaching plan implementation competency
- ✓ To identify the perception of students towards physical education teachers personal and social competencies
- ✓ To evaluate the perception of students towards physical education teachers teaching motivational competencies

1.4 Research Questions

The following basic questions were raised to answer the objectives of the study:

- What will be the student's perception towards physical education teachers teaching planning competency?
- What will be the student's perception towards physical education teachers teaching plan implementation competency?
- What will be the student's perception towards physical education teachers' personal and social competency?
- What will be the student's perception towards physical education teachers' motivational competency?

1.5 Scope of the Study

Examining the perception of students towards the competency of physical education teachers is extremely important for the education sector. But these are considered to be unexplored area of research studies in higher secondary education at the study area. Even though there are many high schools in our region, it was very difficult to conduct an investigation in a wider geographical area at Zonal or Regional level due to time and resource constraints. Therefore, the researcher was forced to delimit the scope of the study geographically to the study area's Secondary School. This was assumed to make the work manageable and specific to undertake an in depth investigation. And also the study was designed to investigate or examine the perception of students towards the competency of physical education teachers only in relation to four major variables (teaching planning competency, teaching plan implementation competency, personal and social competencies, and motivational competencies) because of time and resource constraints. In addition to this the study used descriptive research analysis method and standardized tests and statistical analysis and interpretation.

1.6 Significance of the Study

The main purpose of the study was to examine the perception students towards the competency of physical education teachers at the study area. Such kinds of researches have never been conducted at the study area. So the study had its own contribution to the education sector to implement new strategies. Schools that are found in the town have benefited from the research since the researcher tried to examine the level of the student's perception in relation to the teaching competency of physical education. Therefore, the students, the education sector, and the physical education teachers were the beneficiary from this study; since the study was mainly concerned about the perception students towards the competency of physical education teachers. Furthermore, the study was recommended the possible solution for the level of the students perception based on the finding of the study and actual situation of the area. This one had strong important for the society as general and for the stakeholders of the school with portion by showing direction how to tackle the problem and it was served as an input for another research and policy makers.

II. Research Methods and material

This chapter deals with about the overall plan of the research process that was applied to achieve the study objectives. In this chapter, the research method, the research design, the type of data, the sources of data, the sampling procedures, the type of instruments and the method of data analysis that were used in the main study are briefly explained.

2.1 Research Design and Approach

A research design is a master plan that specifies the methods and procedures for collecting and analyzing the needed data. It provides a framework or plan of action for the research (Zikmund, et al., 2009). The difficult problem that follows the task of defining the research problem is the grounding of the design. Decisions concerning what, where, when, how much, by what means an inquiry of a research study constitute a research design. It is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted it constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2004). It is argued that there is no single best research design. As such, the researcher often has several alternatives that can better fit and help accomplish the stated research objectives.

In this study the researcher was employed descriptive method research design because descriptive research allows the researcher to analyze facts and helps the researcher in developing an in-depth understanding of the research problem and also it enables the researcher to determine the behavior of population in a natural setting (Kothari, 2004). And also the researcher was used qualitative research approach.

2.2 Source and Type of Data

The source of information for the study was from primary data sources. The primary data are those which are collected a fresh and for the first time and thus happen to be original in character. These primary data were collected from the study area of secondary schools students by preparing and distributing Likert scale questionnaires.

3.3 Targeted population

Before engaging in the practice of the research, first the researcher had defined the population. Since the study was conducted at secondary schools, as mentioned in the scope of the study, the target populations for the study were the students of secondary schools. In this study area, there were 12 secondary schools and the total numbers of students were 24,418.

3.4 Sampling technique and Sample size of the study

The sampling technique that was used in the study is cluster sampling and simple random sampling method. Because to gather adequate information and to give equal chance to be selected for all students in the secondary schools at the study area. And also to determine the sample size of the study the researcher was used Yamane formula.

$$n = \frac{N}{1 + N(e)^2}$$

Where:-

n= the sample size

N= the population size

e= the acceptable error term

So based on this formula, at 5% error term, the sample size of the study was 394 students.

3.6 Methods of Data Collection

Since the study was used only primary data, the data were collected through structured questionnaires. According to Kothari (1990), structured questionnaires are those questionnaires in which are definite, concrete and pre-determined questions. The questions were presented with exactly the same wording and in the same order to all respondents. Resort is taken to this sort of standardization to ensure that all respondents reply to the same set of questions. Structured questionnaires may also have fixed alternative questions in which responses of the informants are limited to the stated alternatives. Thus a highly structured questionnaire is one in which all questions and answers are specified and comments in the respondent's own words are held to the minimum. Structured questionnaires are simple to administer and relatively inexpensive to analyze. The provision of alternative replies, at times, helps to understand the meaning of the question clearly. But such questionnaires have limitations too. They are equally not suitable when a problem is being first explored and working hypotheses sought.

The questionnaires were composed of closed ended questions. In the closed ended type of questions, the respondents were asked to select from a fixed list of replies. Respondents have to choose any one of the options given or multiple options. Closed ended questionnaires provide easily quantifiable data. The popularity of the closed-ended questions provides less effort by respondents to complete the questionnaire and it is easy for analysis. Most of the closed ended questions are designed on a Likert-scale. The questions of this study were adopted from previous research questions with some modifications. Data collectors were hired and undertaken the job after taking the necessary training.

3.5 Data Collection Procedure

First the researcher had got permission that enables the researcher to obtain the principals' approval to conduct the appropriate respondents of the study. Then after the researcher was conducted the students in face-to-face settings and the researcher introduced the main objectives of the study and the content of the questionnaire.

3.6 Methods of Data Analysis

To analyze the qualitative data the researcher was used Statistical Package for Social Science (SPSS) version 20 software. Since the survey instrument is Likert scale questionnaire. The researcher was used order type of category data. The data that were collected have mean values. Mean values are chosen because item responses that ranged from "Strongly Agree" to "Strongly Disagree" generate ordinal data. Then after a descriptive statistics, mainly, frequency count, percentage, measure of central tendency (mean), measure of dispersions (Standard deviations) was used to summarize and describe the results of observation.

III. DATA ANALYSIS AND DISCUSSIONS

3.1 Introduction

As indicating in the previous chapter, the main objective of this study was to examine and evaluate the perception of students towards physical education teachers teaching competency. This chapter consists of two sections excluding the introduction part. The first section deals about the data analysis of SPSS results which are collected through questionnaire. The second section deals about the results and interpretation of qualitative results which are collected through questionnaire. Therefore, this chapter presents the analysis and discussion of the research findings from primary sources.

3.2 Descriptive Statistics

3.2.1 Response Rate

The questionnaires were distributed to the students of all secondary schools that are found in the study area (12). For these, 394 questionnaires are distributed to the students and from which 375 questionnaires were collected and all are usable for analysis. The response rate of self-administered questionnaires was 95.17%. This shows that good response rate from the respondents of the study

3.2.2 Demographic Profile of Respondents

The frequency distribution and percentage of the profile of the students or respondents particularly on their gender, grade level, and age are summarized below;

Table 1 Frequency summary of Gender and their Percentage about respondents

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	179	47.7	47.7	47.7
	Female	196	52.3	52.3	100.0
	Total	375	100.0	100.0	

As shown in Table 1, Out of 375 respondents the 179 (47.7%) were Males and 196 (52.3%) were Females in all the study area secondary schools. This shoes that the number of female respondents are greater than male respondents.

Table 2 Frequency summary of Grade level and their Percentage about respondents

Grade Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9 th	97	25.9	25.9	25.9
	10 th	93	24.8	24.8	50.7
	11 th	94	25.1	25.1	75.7
	12 th	91	24.3	24.3	100.0
	Total	375	100.0	100.0	

As shown in Table 2, Out of 375 respondents the 97 (25.9%) were grade 9, 93 (24.8%) were Grade 10, the 94 (25.1) were grade 11, and the 91 (24.3%) were grade 12 in Gondar town secondary schools.

Table 3 Frequency summary of Age Type and their Percentage about respondents

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14-16	59	15.7	15.7	15.7
	17-19	228	60.8	60.8	76.5
	20-22	64	17.1	17.1	93.6
	Above 22	24	6.4	6.4	100.0
	Total	375	100.0	100.0	

As shown in Table 3, Out of 375 respondents the 59 (15.7%) were in the age of between 14 - 16, the 228 (60.8%) were in the age of between 17 - 19, the 64 (17.1%) were in the age of between 20 - 22, and the 24 (6.4%) were in the age of above 22 in study areas of secondary schools.

3.2.3 The perception of students towards physical education teachers teaching planning competencies

To evaluate the perception of students towards the physical education teachers teaching planning competency, the researcher had used 6 basic questions that are related to planning competency.

Table 4 showed the descriptive statistics or result of respondents' or students' responses about their perception regarding to the physical education teachers teaching planning competencies. (n =375)

Descriptive Statistics					
1) The perception of students towards physical education teachers teaching planning competency	N	Min	Max	Mean	Std. Deviation
PLC1) The physical education teachers have the ability to identify appropriate educational procedures in advance to achieve the educational objectives and goals.	375	1	5	2.74	.973
PLC2) The physical education teachers have the ability to choose appropriate educational objectives and goals for each educational stage	375	1	5	2.55	.819
PLC3) The physical education teachers have the ability to set the educational objectives and goals clearly	375	1	5	2.40	.881
PLC4) The physical education teachers have the ability to prepare quarterly and annual plans that organize the content of the course	375	1	5	2.23	.935
PLC5) The physical education teachers have the ability to select the appropriate subject matter activities in advance depending on the available facilities of the school and its surrounding environment	375	1	5	3.14	.946

Table 4 showed that the level of the overall perception of students towards the physical education teachers teaching planning competencies. The respondents overall perception was moderate because the overall mean value of this variable is less than 3.5 but greater than 2.5 ($M = 2.625$). On the other side the mean value of each question that are included to this first major variable (planning competencies) varied between the mean

value of 2.23 and 3.14 that is between low and moderate mean value. The respondents responded most favorably to question number 5 “The physical education teachers have the ability to select the appropriate subject matter activities in advance depending on the available facilities of the school and its surrounding environment” ($M = 3.14$, $SD = 0.946$). The students responded least favorably to question number 4, “The physical education teachers have the ability to set the educational objectives and goals clearly” ($M = 2.23$, $SD = 0.935$).

3.2.4 The perception of students towards physical education teachers teaching plan implementation competencies

To evaluate the perception level of students towards the physical education teachers teaching plan implementation competencies, the researcher has also used 6 basic questions that are related to teaching plan implementation competencies.

Table 5 shows that the descriptive statistics of respondents’ or students’ responses about their perception regarding to the physical education teachers teaching plan implementation competencies. ($n = 375$)

Descriptive Statistics					
2) The perception of students towards physical education teachers teaching plan implementation competency	N	Min	Max	Mean	Std. Deviation
IMC7) The physical education teachers have the ability to build our sport skills.	375	1	5	2.78	.942
IMC8) The physical education teachers have used appropriate educational methods to teach students.	375	1	5	2.61	.790
IMC9) The physical education teachers have the ability to demonstrate the sport skills in front of the students.	375	1	5	2.39	.773
IMC10) The physical education teachers have the ability to recognize individual differences among students.	375	1	5	2.20	.902
IMC11) The physical education teachers have used sport and educational tools.	375	1	5	3.10	.926
IMC12) The physical education teachers have the ability to present easily and discuss different components of the lesson.	375	1	5	2.48	.759
Overall	375			2.59	0.849

Table 5 showed that the level of overall perception of students towards the competence of physical education teachers based on teaching plan implementation competencies. The respondents perception for this variable was moderate ($M = 2.59$, $SD = 0.848$). Because the overall mean value of this variable is less than 3.5 but greater than 2.5 ($M = 2.59$). On the other side the mean value of each question that are included to this variable (Teaching plan implementation competencies) varied between the mean value of 2.20 and 3.10 that is between low and moderate mean value. The students responded most favorably to question number 11 “The physical education teachers have used sport and educational tools” ($M = 3.10$, $SD = 0.926$). The students responded least favorably to question number 10 “The physical education teachers have the ability to recognize individual differences among students” ($M = 2.20$, $SD = 0.902$).

3.2.5 The perception of students towards physical education teachers Personal and social competencies

To measure the perception level of students towards the physical education teachers’ personal and social competencies, the researcher had also used 7 basic questions that are related to personal and social competencies.

Table 6 showed the descriptive statistics of respondents’ or students’ responses about their perception regarding to the physical education teachers’ personal and social competencies. ($n = 375$)

Descriptive Statistics					
3) The perception of students towards physical education teachers personal and social competencies.	N	Min	Max	Mean	Std. Deviation
PRSC13) The physical education teachers used the appropriate reinforcement methods for students’ behavior	375	1	5	3.37	.826
PRSC14) The physical education teachers have the ability to find out difficulties in managing classroom during the educational process	375	1	5	3.55	.938
PRSC15) The physical education teachers have the ability to care their physical appearance, personal health and hygiene	375	1	5	3.14	.945
PRSC16) The physical education teachers have the ability to accept the constructive feedback and criticism from students and others	375	1	5	3.51	.836
PRSC17) The physical education teachers have the ability to find out appropriate solutions to his/her personal and social problem .	375	1	5	3.75	.868
PRSC18) The physical education teachers have the ability to speak fluently, clearly and loud enough	375	1	5	3.40	.830

PRSC19) The physical education teachers have the ability to provide attention to all students during training	375	1	5	3.71	.868
Overall	375			3.50	0.837

Table 6 showed that the level of overall perception of students towards physical education teachers personal and social competencies. The respondents perception for this variable was high ($M = 3.50$, $SD = 0.837$). The mean value of the respondents for this variable varied between moderate ($M = 3.14$, $SD = 0.945$) and high ($M = 3.71$, $SD = 0.868$). The students responded most favorably to item 17 “The physical education teachers have the ability to find out appropriate solutions to his/her personal and social problem.” ($M = 3.71$, $SD = 0.868$). The students responded moderate favorably to item 15 “The physical education teachers have the ability to care their physical appearance, personal health and hygiene.” ($M = 3.14$, $SD = 0.945$)

3.2.6 The perception level of students towards the physical education teachers teaching motivational competency

To measure the perception level of students towards the physical education teachers’ motivational competencies, the researcher had also used 6 basic questions that are related to teaching motivational competencies.

Table 7 showed the descriptive statistics of respondents’ or students’ responses about their perception towards the physical education teachers teaching motivational competencies. ($n = 375$)

Descriptive Statistics					
4) The perception of students towards physical education teachers teaching motivational competencies	N	Min	Max	Mean	Std. Deviation
PRSC20) The physical education teachers have the ability to recognize and honor distinguished students in front of other students	375	1	5	3.33	.800
MOC21) The physical education teachers have the ability to express their happiness and cheerfulness when the students achieved the educational goals and objectives.	375	1	5	2.26	.904
MOC22) The physical education teachers have the ability to facilitate competitive sport environment.	375	1	5	2.29	.923
MOC23) The physical education teachers have the ability to encourage the students to do their best	375	1	5	3.45	.786
MOC24) The physical education teachers have the ability to encourage entrepreneurship among the students and encourage them to help each other’s.	375	1	5	3.70	.884
MOC25) The physical education teachers have the ability to respect the feelings of the students	375	1	5	3.42	.813
Overall	375			3.07	0.852

Table 7 showed that the overall perception of students towards the physical education teachers teaching motivational competencies. The respondents perception for this variable was moderate ($M = 3.07$, $SD = 0.852$). The mean value of the respondents for this variable varied between low ($M = 2.26$, $SD = 0.904$) and high ($M = 3.70$, $SD = 0.884$). The students responded most favorably to item 24 “The physical education teachers have the ability to encourage entrepreneurship among the students and encourage them to help each other’s.” ($M = 3.70$, $SD = 0.884$). The students responded least favorably to item 21 “The physical education teachers have the ability to express their happiness and cheerfulness when the students achieved the educational goals and objectives.” ($M = 2.26$, $SD = 0.904$)

3.2.7 Summary of all teaching competency scale

The mean value and standard deviations of the four major variables are summarized below (Table 8).

Table 8 the summarized Mean and Standard Deviation of Students perception on the physical education teachers teaching Competencies

No	Rank	Domain	Mean	Standard Deviations	Level
1	1	Personal and social competencies	3.50	0.837	High
2	2	Motivational competencies	3.07	0.852	Moderate
3	3	Planning competencies	2.625	0.916	Moderate
4	4	Implementation competencies	2.59	0.848	Moderate
Overall			2.95	0.863	MODERATE

Table 8 shows that the overall students perception towards the physical education teachers teaching competencies was generally moderate with the general mean value of (2.95) and with the general standard deviation of (0.863). It can be noticed that students' perception towards on the one domain of teaching competencies level was high but moderate for the other three domains. The mean and standard deviation for the first ranked domain which is related to the personal and social competencies was (3.50) and (0.837) respectively. The mean and standard deviation for the second ranked domain which is related to teaching motivational competencies was (3.07) and (0.852) respectively. The mean and standard deviation for the third ranked domain which is related the planning competency was (2.625) and (0.916), respectively. Lastly, the mean and standard deviation for the fourth ranked domain which is related to implementation competencies was (2.59) and (0.848) respectively. The overall results indicated that the level of the students' perception towards the physical education teachers teaching competencies in high school was generally moderate.

4.3 Discussion

Here the researcher tried to discuss and interpret the descriptive results of the perception of students towards the physical education teachers teaching competency on four domains. There are some methods in education for measuring their perception. One of the methods is through a questionnaire instrument that consisted of five-point Likert-scale, with items grouped in to four dimensions: planning competencies, implementation competencies, personal and social competencies, and teaching motivational competencies (Al-Tawel, 2017). The validity and reliability of the used instrument were verified. The numbers of the participants in this study were 375 students at secondary schools at the study area.

Table 4 shows the level of the perception of students about their physical education teachers teaching planning competence or in other words it shows perception of students to what extent the physical education teachers were competent in teaching planning. Here the respondents' perception was varied between low and moderate. As we have seen in question number 3, "The physical education teachers have the ability to set the educational objectives and goals clearly", the mean value was 2.4. This indicated that low perception of students. Here the students perceived that weak competency of physical education teachers about their ability to set educational objectives and goals clearly. And also as we have seen in question number 4, "The physical education teachers have the ability to prepare quarterly and annual plans that organize the content of the course", the mean value was 2.23. This also indicated low perception of students. Here we can understand that as the students have low perception about the ability of the physical education teachers to prepare quarterly and annual plans that organize the content of the course. On the other side in question number 1, 2, 5, and 6 the means value were moderate. This indicated that medium level of students' perception. Here the students perceived that moderate competency of physical education teachers about their ability to identify appropriate educational procedures in advance to achieve the educational objectives and goals, to select the appropriate subject matter activities in advance depending on the available facilities of the school and its surrounding environment, and to select the proper sports tools in advance to achieve the subject matter objectives and goals. Even though the respondents perception varied between low and moderate on each question, the overall perception of students regarding to the physical education teachers teaching planning competency was moderate ($M=2.625$). Here the participants perceived that as the physical education teachers have medium competencies of teaching planning. This finding is consistent with the results of some similar studies (Zelech, M. 2021, Demir, E. 2015, Francesco, Coco, & et.al., 2019).

Table 5 shows the level of the perception of students about the physical education teachers teaching plan implementation competency or in other words it shows their level of perception to what extent their physical education teachers are competent in teaching plan implementation. Here the respondents' perception was varied between low and moderate. As we have seen in question number 9, "The physical education teachers have the ability to demonstrate the sport skills in front of the students", the mean value was 2.39. This indicated that low perception of students. Here the students perceived that weak competency of physical education teachers about their ability to demonstrate the sport skills in front of the students. As we have seen in item question number, "The physical education teachers have the ability to recognize individual differences among students", the mean value was 2.20. This also indicated low perception of students. Here we can understand that the students have low perception about the ability of the physical education teachers to recognize individual differences among students. And also as we have seen in question number 12, "The physical education teachers have the ability to present easily and discusses different components of the lesson", the mean value was 2.48. This also indicated low perception of students. Here we can understand that the students have low perception about the ability of the physical education teachers to present easily and discusses different components of lessons. On the other side in question number 7, 8, and 11 the mean value was moderate. This indicated that medium level of students' perception. Here the students perceived that moderate competency of physical education teachers about their ability to build the student's sport skills, to use appropriate educational methods, and to use sport and educational tools. Even though the respondents perception varied between low and

moderate, the overall perception of students regarding to the physical education teachers teaching plan implementation competency was moderate ($M=2.61$). Here the participants perceived that as the physical education teachers have medium teaching plan implementation competencies. The findings are similar to some other similar studies. For instance, (Zelech, M. 2021, Demir, E. 2015)

Table 6 shows the level of the perception of students towards physical education teacher's personal and social competencies or in other words it shows the perception of students to what extent their physical education teachers are competent on personal and social competencies. Here the respondents' perception was varied between moderate and high. As we have seen in question number 13, "The physical education teachers used the appropriate reinforcement methods for students' behavior", the mean value was 3.37. This indicated that moderate perception of students. Here the students perceived that moderate competency of physical education teachers about their ability to use the appropriate reinforcement methods for students' behavior. As we have seen in question number 15, "The physical education teachers have the ability to care their physical appearance, personal health and hygiene", the mean value was 3.14. This also indicated moderate perception of students. Here we can understand that the students have moderate perception about the ability of the physical education teachers to care their physical appearance, personal health and hygiene. And also as we have seen in question number 18, "The physical education teachers have the ability to speak fluently, clearly and loud enough", the mean value was 3.40. This also indicated moderate perception of students. Here we can understand that the students have moderate perception about the ability of the physical education teachers to speak fluently, clearly and loud enough. On the other side in question number 14, 16, 17, and 19 the mean value was high. This indicated that high level of students' perception. Here the students perceived that high competency of physical education teachers about their ability to find out difficulties in managing classroom during the educational process, to accept the constructive feedback and criticism from students and others, and to find out appropriate solutions to their personal and social problem. Even though the respondents perception varied between moderate and high, the overall perception of students towards the physical education teachers personal and social competencies was high ($M=3.50$). Here the respondents perceived that as the physical education teachers have high personal and social competencies. The findings are similar to some other similar studies. For instance, (Zalech, M. 2021, Demir, E. 2015)

Table 7 shows the level of the perception of students towards physical education teacher's motivational competency or in other words it shows their level of perception to what extent their physical teachers are competent in teaching motivational competency. Here the respondents' perception was varied between low and high. As we have seen in question number 21, "The physical education teachers have the ability to encourage entrepreneurship among the students and encourage them to help each other's", the mean value was 2.26. This indicated that low perception of students. Here the students perceived that low competency of physical education teachers about their ability to encourage entrepreneurship among the students and encourage them to help each other's. As we have seen in question number 22, "The physical education teachers have the ability to facilitate competitive sport environment", the mean value was 2.29. This also indicated low perception of students. Here we can understand that the students have low perception about the ability of the physical education teachers to facilitate competitive sport environment. But as we have seen in question number 20, "The physical education teachers have the ability to recognize and honor distinguished students in front of other students", the mean value was 3.33. This also indicated moderate perception of students. Here we can understand that the students have moderate perception about the ability of the physical education teachers to recognize and honor distinguished students in front of other students. As we have seen in question number 23, "The physical education teachers have the ability to encourage the students to do their best", the mean value was 3.45. This also indicated moderate perception of students. Here we can understand that the students have moderate perception about the ability of the physical education teachers about how to encourage the students to do their best. As we have seen in question number 25, "The physical education teachers have the ability to respect the feelings of the students", the mean value was 3.42. This also indicated moderate perception of students. Here we can understand that the students have moderate perception about the ability of the physical education teachers about how to respect the feelings of the students. But on the other side in question number 24, "The physical education teachers have the ability to express their happiness and cheerfulness when the students achieved the educational goals and objectives", the mean value was high. This indicated that high level of student's perception. Here the students perceived that high competency of physical education teachers about their ability to express their happiness and cheerfulness when the students achieved the educational goals and objectives. Even though the respondents perception varied between low and high, the overall perception of students towards the physical education teachers motivational competencies was moderate ($M=3.07$). Here the respondents perceived that as the physical education teachers have moderate motivational competencies. The findings are similar to some extent to the results of some other similar studies. For instance, (Zelech, M. 2021, Demir, E. 2015)

V. Conclusion and Recommendations

5.1 Conclusions

As we have seen in the analysis part, the overall perception of students towards physical education teachers' teaching planning competency, teaching plan implementation competency, and teaching motivational competencies were moderate. Here even though the overall perception of students towards physical education teachers' teaching planning competency and teaching plan implementation competency was moderate, still students have low perception for some part of the ability of the physical education teachers teaching planning competency and teaching plan implementation competency. And also on the other side the students have moderate perception for some part of the ability of the physical education teachers teaching planning competency and teaching plan implementation competency. But the findings of the study didn't show high level of students' perception towards physical teachers teaching planning competency and teaching plan implementation competency. But based on the overall result, we can conclude that the students didn't agree or disagree about the ability of the physical education teachers teaching planning competency and teaching plan implementation competency.

As we have understood in the analysis part, the overall perception of students towards physical education teachers' personal and social competencies was high. Here even though the overall perception of students towards physical education teachers' teaching planning competency was high, still students have moderate perception for some part of the ability of the physical education teachers' personal and social competencies. But the findings of the study didn't show low level of students' perception towards physical teachers' personal and social competencies. But based on the overall result, we can conclude that the students agreed about the ability of the physical education teachers personal and social competencies.

As we have seen in the analysis part, the overall perception of students towards physical education teachers' teaching motivational competencies was moderate. Here even though the overall perception of students towards physical education teachers' teaching motivational competencies was moderate, still students have low, moderate and high perception for some part of the ability of the physical education teachers' teaching motivational competencies. But based on the overall result, the researcher concluded that the students agreed about the ability of the physical education teachers teaching motivational competencies.

In General, The findings of the study showed that the overall perception of students (on the three domains) towards physical education teachers' teaching planning competencies, teaching plan implementation competencies, and teaching motivational competency was moderate that means the students didn't agreed about physical education teachers' teaching planning competencies, teaching plan implementation competencies, and teaching motivational competency or in other words the students perceived that as they have learned by those physical education teachers who have moderate teaching planning competencies, teaching plan implementation competencies, and teaching motivational competency. But on the other side the findings of the study showed that the perception of students (on the other one domain) towards physical teachers' personal and social competencies was high that means the students agreed about physical education teachers personal and social competencies. But, in general the findings of the study showed that the overall perception of students towards physical education teachers teaching competency was moderate

5.2 Recommendations

Based on the research findings, the following recommendations were given by the researcher:

- The secondary schools of the study area should give a great emphasis on teaching planning competencies, teaching plan implementation competencies, and teaching motivational competencies than personal and social competencies
- The secondary schools of the study area should encourage the development of teachers' performance.
- The teachers should improve or should emphasize on their teaching planning competencies, teaching plan implementation competencies, and teaching motivational competencies continuously.
- The secondary schools of the study area should provide a given platform or podium for the students that enables them to increase their perception towards the physical education teachers teaching competencies.
- The training programs should focus on teaching planning, teaching plan implementation competencies, and motivational competencies.

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