

Evaluate the performance of physical education and sports teachers who are characterized by strong motivational skills and its impact on the behaviors of university students

Laidani Fouad¹, Benyoub Abdela Ali²

¹ University of Mohamed Cherif Messaadia-Souk Ahras (Algeria), f.laydani@univ-soukahras.dz, <https://orcid.org/my-orcid?orcid=0009-0004-2095-006X>

² University of Mohamed Cherif Messaadia-Souk Ahras (Algeria), a.benyoub@univ-soukahras.dz, <https://orcid.org/my-orcid?orcid=0009-0009-3925-0051>

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Abstract:

The objective of this research is to carry out an evaluation study on teachers of physical education and sports in the institutes of eastern Algeria, and precisely will evaluate the performance of teachers of PSE who are characterized by strong motivational skills, by dividing the project into two chapters the first and theoretical the second and for the practical study.

indeed, my subject is the subject of importance among researchers from several countries of the world and with us in Algeria the same thing, because education is a sensitive sector in society and which affects all human categories from primary level to university level.

Key word: evaluation - Physical and sports education - Education - motivation-performance.

INTRODUCTION:

The life of a human being among the most beautiful life , it is characterized by planning through the knowledge and use of the mental the thing that makes the difference from the rest of beings , which is an evolution of human life contrary to the instinctive and unconscious biological animal life. the human being possesses the mental power that God has given him to envisage and plan his life in order to educate human generations and his sons , is also interested in the transfer of knowledge and customs and traditions to his children , generation after generation. he is interested in strengthening institutions and training centers in order to prepare and educate his children and this in order to achieve his goals, represented mainly in the education of individuals, and for the life of this teaching of this education to last a long time it had

to be based mainly on a set of preparation processes, which in turn are the educational process of the Latter which requires a set of most important elements. both teachers and students , educators and learners as well as the means and the different methods and curricula of studies and contribute to the educational process based on pedagogical configuration for a teacher.

And to be a teacher in the truest sense of the word it must be characterized by a set of psychological characteristics , also physical characteristics, and we find patience and perseverance and self-control and love of the profession and sacrifice , autonomy and good humility of performance that it should be a model for the members of the environment where he teaches and raise these people or find them in front of students and teachers to be an example for his teammates as well as teachers.

As in can not forget some of the important psychological characteristics and characteristics that can characterize and differentiate teachers such as perseverance, and dedication to work and its because of the different needs of individuals and their motivations and tendencies on the task of teaching and education.

So some find that achievement is high in some teachers , while we find another class characterized by a low degree of motivation, there are many studies and research carried out on the theme of motivation in students and staff in factories especially in the field of industrial and organizational psychology , which is considered as the realization of research and performance a fertile ground for most of its research work.the most important researchers concluded in this field , we find (Maclellan and Atkinson) have included results:

That the motivation for achievement has a relationship between religion and the need to achieve, and economic growth and that he judges Maclellan in 1961 when he tried to examine the relationship between economic growth and the level of success between nations ,and among the most important pioneers of this idea , as (J.Bcortes) so he studied the relationship between the level of motivation for success and economic growth in Spanish society in 1960. And also with (Devos1965) who spoke about culture and its relationship to personality and stressed the importance of character of a Japanese family properties such as adventure and a tendency to continuous progress and modernization. , And other pioneers who carry out research on the motivation to achieve through different cultures. (1)

There are those who believe that the motivation for completion is from a direct relationship with gender differences such as (Mahmoud Abdel Kader 1978, Abdul Rahmantarir 1977. and Dion 1985, oslan 1971, block 1981.

They believe that the superiority of men over women in the motivation for success is due to several factors, in particular the conditions that concern the processes of socialization. And some of them have to do with the dramatic circumstances of this

motivation and also the question of the fear of success among women. And in terms of the physiological side, And personal styles.

They attributed the category of other pioneers in this field that motivation to achieve has a relationship with success at school as Réa, 1991 Nunn et al, 1986).the latter carried out the study of the relationship between each of the cognitive and motivational and emotional factors. Between academic performance or the level of achievement are important issues that require further study and research. "Morgan" also found that individuals with a high level of achievement received the highest marks in need of achievement compared to people with low results.(2)

Based on these studies have taught us to say that the motivation for achievement vary from person to person , according to their psychological preparations to face obstacles and defy probabilities and also by the socialization of the individual , as well as gender differences and also in terms of the individual's academic success, if the motivation for achievement can be high or low , especially in terms of performance, what is unique to physical education and sports teachers as a property can be measured by means of various tools such as research tests and interviews as well as observation of all kinds, and the fundamentally different performance between teachers who are characterized by high completion motivation and who are characterized by low achievement motivation, but performance evaluation cannot be done between teachers of different motivations and their needs are not identical,

so that we are in the process of researching the state of motivation when teachers who are characterized by achieving great motivation so that we know which is characterized by physical education teachers and athletes with a strong motivation for success , and therefore the problem of research as follows:

how to evaluate the performance of physical education and sports teachers who are characterized by a strong motivation for success during an EPS session?

1-problematic and working hypotheses

-main question:

how can we assess the level and difficulties of the performance of physical education and sports teachers who are characterized by a strong motivation for success during an EPS session?

-Secondary questions:

1-What is the level of motivation for success among physical education and sports teachers in the performance of their work of a physical education and sports session?

2-What is the availability of pedagogical skills for physical education and sports teachers of high motivation for success?

3- there is a statistically significant correlation between the self-evaluation of the physical education and sports teacher and the evaluation of the institution's supervisor.

4-There is. there is a statistically significant relationship due to variable sex ,and the experience and qualification during the evaluation of the difficulties encountered by physical education and sports teachers of high motivation to success.

2-Reasoned hypothesis of an answer to the main question:

1-It may be that the level of pedagogical skills for physical education and sports teachers with a high level of motivation is characterized by a high degree of performance and there is a statistically significant correlation between the teacher's self-assessment of his performance and the assessment of supervisor of the institution

3- Answers to secondary questions:

1-The majority of physical education and sports teachers are characterized during their work by strong motivation for success and this through their behaviors and their attitudes and aspirations, also perseverance and love of success.

2-teaching skills are available in various fields in physical education and sports teachers with great motivation for success and most importantly planning implementation and evaluation.

3-there is a statistically significant correlation between the self-assessment of the physical education and sports teacher and the assessment of the institution's supervisor.

4- There are important differences in some of the variables to existing difficulties such as academic qualification and the quality of the institution and the gender and experience of physical education and sports teachers with high motivation for success in university education.

4-Methodology: Analysis tools and investigation techniques

1-Research areas:

2-space domain: This research will be at the level of university education in the wilayas in the east of Algeria.

3-Research frontier: This research will be limited to teachers at the institute of the University of Souk ahras and who are characterized by a high motivation for the success of the performance and those who have been selected using a measure of motivation to complete the execution.....

4-The research sample: consists of male and female physical education and sports teachers at the institute level of the University of Souk ahras in eastern Algeria.

5-Research methodology: in particular use the descriptive method for its adequacy to the nature of the problem.

5- Analysis tools and investigation techniques

- Measure of motivation for success for the teacher
- Teacher performance observation networks.
- Tests to estimate the difficulties.
- Questionnaires for secondary school inspectors and for teachers themselves.

6- Presentation and discussion and analysis of the results

7- Data analysis.

8-conclusion .

8-varieties of the observation card: This table shows us the definition of the varieties of the observation card of the teaching performance

Varieties	Definition
1-Teaching skills . (planning, implementation, evaluation)	teaching skills, essential skills that includes sub-skills such as planning for the study and implementation and also the timing, and here cares for the teacher to make a number of decisions, including the preparation of teaching materials, and the organization and definition of objectives in the light of a study of the students' abilities and also learn methods and criteria Timing.
2- classroom management skills	and that it is in the actions necessary to create meaningful learning and appropriate to the activity of the application and adjust the system during the lesson and provide safety and security factors, both in the means or in the field environment as well as the movements of a teacher in the organization of the class and in a targeted way, as well as his actions and his relationships with students
3-. Classroom interaction and communication skills	The purpose of this type of skills is to develop a spirit of cooperation in the classroom and also to create an atmosphere of intimacy and respect between students and also to ensure positive interaction with students, and encourage them to learn and use verbal and non-verbal communication via hand signals or moving the head and is very meaningful.
4-Interpersonal skills with the school community	The teacher should be an important role in the organization, which corresponds to his role as a guide for students, he must possess the spirit of brotherhood and win over trusted work colleagues as well as civil servants so that his good friction and work in comfortable conditions and benefit from others his experiences and encourage them to participate in sports sessions organized in schools and he the best ambassador for sport

Table (01): Varieties of identification cards note that the performance of teaching

9-Expose the averages and estimation deviations for the achievement sentences motivation for scale teachers of physical education and sports.

For table (2), it presents us with averages of sentences in the motivation results for teachers on the scale of a 32 words including 16 positive words, 16 negative words, we note that the number of sentence (16), which says: No, I think that in the previous my achievements, but I think that in the planning new achievements have won a high proportion (2.80), and also for the number of sentence (20).

who says activities makes me happy characterized by an atmosphere of competition and challenge, it has a high percentage a (2.78), while the highest rate was in favor of the sentence number (30), which says that if invited to something during the work, I return to my work in relation immediately reached (2.82), the largest proportion in terms of positive sentences on the scale. So won the other sentences, especially the positive statements in terms of the arithmetic mean of the values ranging from (2.40-2.76) and this shows the percentage of answers for university professors achieving exceptionally high motivation because all these sentences indicate a positive behavior that should be available to teachers with motivation and high performance.

For negative sentences are low averages compared to the positive sentences and this lack of reaction from the teachers and with them, because they constitute the axis of teacher demotivation, and through our calendar averages noticed, for example, the sentence number (19), which is often removed easily when I face difficult problems in practice, received the lowest average value (1.95) and followed by the sentence number (14).

Value (1.98), which often do not feel the passage of time when I am busy at my job. For negative statements that have received high values in terms of sentence averages number 6. 13.25. Which is estimated as they are arranged. (2.69, 2.73, 2.78), and came in a row, was the highest average for the gateway number (25),. "Then followed the statement that a number (13) often avoid doing the difficult tasks and responsibilities in my job. Then followed by the sentence number (6) and said that I think someone with little hope and ambitions. And the rates of these sentences increased due to the answers that came from teachers, which was the case of high repetitions. For the rest of the sentences ranging average values between (2.02- 2.55), which are sentences characterizing the intermediate arithmetic mean values of the teachers that have been distributed with their authorization and the summary of what we have done through our use of the measure of teacher motivation and the results we have obtained both by the percentages of occurrences or average responses of the sentences to the extent say that we have reached our goal, namely "the detection of teachers who are characterized by motivation and high performance that will treat as soon as they" have counted the number of data that we have collected from streams and also with only a correction of the method, which we have shown before and

reached large-grade scale (96 degrees) and the micro-scale degree (32 degrees). We have identified and are numbered (30) Teachers that we mentioned earlier. This is the category that we are going to find out the level of performance, and the rest of the teachers, we will cancel the Calendar on them, because our main objective of the research is to find the performance of secondary school teachers who are certain to have a high Setif mandate with the level of motivation and high performance, a sample of basic research and that we will hold the "note card for the performance of teatcher.

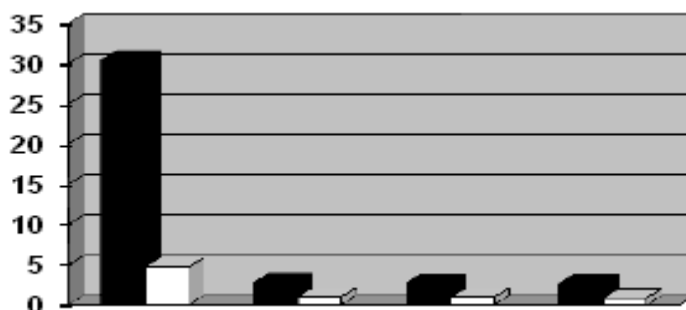
10- Presentation and discussion of the results of the four-axis scorecard:

Table (03) shows us the order of the main axis and three sub-competences according to the following means and standard deviations. These skills chosen according to their importance and could be the main indicator for the rest of the sub-skills and see this ratio of the averages obtained from these sub-skills.

Skills	SMA	Standad deviation	ranking
The adequacy of environmental relations with the school community	3.39	4,7	1
To accept interviews from students' parents and to cooperate with them to solve students' problems (61 skills)	2,73	0,96	2
eager to form a good relationship with the managers and supervisors of the article (62 skills)	2,7	0.90	3
To attend meetings and meetings held by the manager of the company (skills 58)	2.63	0.82	4

Table (02): classification of main competence and three sub-abilities, according to the sum of the arithmetic averages

The graph illustrates the most averages and deviations subset of skill values



11-The means and the deviations of the main axis and the values of the three skills:

-The proportion of the total averages of the main axis or main competences has reached namely competences environmental relations with the perimeter of the value of the school community (30,39) and a standard deviation of (4.7) and this shows the high degree achieved this axis, and also shows that interpersonal skills are important when teachers are available with the other skills and significant by physical education and sports teachers with motivation and high performance, despite the difficulty of judging these skills for the mastery difficulties observed in the classroom, but it is made by managers to guide the perseverance and discipline of most teachers with high performance motivation. So to say that he was sure of the validity of the hypothesis that the fourth and only indicate that more than in teachers pedagogical skills for physical education and sports of high motivation for success is from the environment skills in relation to relations with the school community. Thus, the level of this performance skill compared to other skills, but that most of them believe that this level is high when teachers with high performance motivation, and this more objectively supports the validity of our hypothesis, and friction with managers also at this stage, we discovered the importance of these skills for teacher and teachers must persevere until they reach high levels and high performance and distinctive, and also confirmed some previous research teacher of the same and that physical education and sports has a good relationship with the school community.

12- Presentation and discussion of the results of the grade card (four skills)

We will show through Table (03), the overall results for the level of performance for all the basic skills of teaching.

*For the purpose of discussing public and comprehensive research for a question as follows: What is the performance, which is characterized by physical education and sports teachers during the session of physical education and sports?

AXES	SMA	standard deviation	RANKING
TEACHING SKILLS	55.34	9.88	1
Group management	32.41	4.90	2
The adequacy of communication and interaction in the classroom	36.72	4.98	3
The adequacy of environmental relations with the school community	30.39	4.7	4

Table (03) the order of the main skills according to the total calculation averages.

Graph shows more the average values and deviations for each skill.

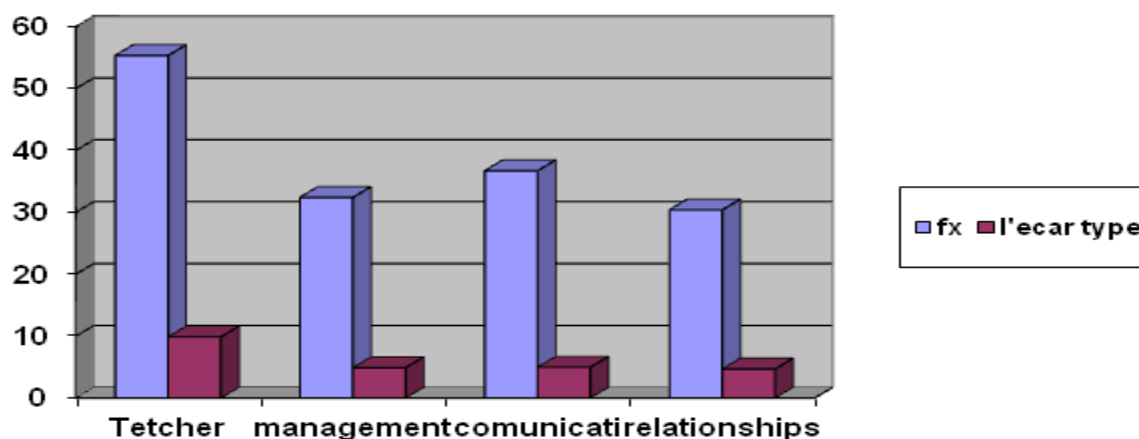


Table n (3) Presents the order of basic teaching skills in terms of averages calculations and standard deviations on all members of the proportion of research, where basic education in the first year occupied enough, and which includes the (planning, implementation, evaluation) and the number of skills in (23) skills the first arithmetic mean subclass of the sum(55.34) and a standard deviation of (9.88), and this percentage is considered high, and this demonstrates the high level of performance for this., which confirms the first hypothesis argues that these skills are of high degrees available to physical education and sports teachers with high motivation for success and the most important of these skills are lesson planning and implementation and evaluation. And obtained the effectiveness of communication and interaction in the classroom and the number of sub-skills where (15) sub-competence in second place at the arithmetic mean of (36.72) and a standard deviation of (4.98), and this total is high, which shows the high level of performance sufficiently, which confirms the third hypothesis argument according to which these skills, a communication on skills and interaction in the classroom strongly depends on physical education and sports teachers with motivation for success,

came in third place sufficient to manage the basic separation and the number of sub-skills (13) with a total average of (32.41) and a standard deviation of (4.90) this indicates a high level of quality and performance and on the presence of these high returns of performance teachers of physical education and sports in institutes with high achievement motivation and This is what you say the second hypothesis. According to the last line, the axis of efficiency and environmental relations with the school community and the number of sub-skills where (12) with the arithmetic mean sum of (30.39) and a standard deviation of (4.7),and these reports indicate a high percentage of the level of performance for these skills, and also indicates the confirmation of the fourth hypothesis, which says that more pedagogical skills in

physical education and sports with a high return in motivation is from the environment and skills in relations with the university community.

This also confirms what stipulated in the basic principle of the research, which says, "is characterized by a physical education and sports teacher with motivation and high performance high-performance basic skills and skills during his work in the university phase. Given the results obtained during our study on the hypotheses of this research, the results of which have been adapted for general principle despite the disparity ratios between the four existing skills in the grade card to perform a teacher and this is due to circumstances and the different variables that control these skills and also the sample that we took teachers with motivation and high performance after we communicate them through motivation measure of success, and we are evaluating the performance of this class, and we have discovered the level of performance and the actual behavior of this sample, and we have reached several conclusions, both ideas and theories or statistical and numerical results show numerical quantification that we measure the sincerity of our hypothesis and our questions, including partial and public in order to explain precisely, we will define a summary of the research show where more of what we have learned from our research.

***Discussion of the hypotheses in the light of the results obtained:**

We have tried through our research to shed light on the calendar performance of physical education and sports teachers with motivation and high performance in university education, and to discover the level of performance for the members of the sample who are teachers who are characterized achievement of high motivation and this after discovering them by our application to measure the performance motivation for teacher, and to evaluate their performance and this through our offer to the results of the grade card and the follow-up and discover the real reality of the performance of Distinguished the real motivation of teacher to accomplish in addition to the knowledge of the performance of basic skills to teach and also sub-skills while doing his job, and then became clear to us the distinctive performance of physical education and sports teachers for the sites that we obtained on availability of teacher of basic skills at university level , which is characterized by high performance motivated.

It is by the presentation of the results of the research and discussion, the following can be summarized as follows:

13- tools to measure motivational performance:

We have come to the real and main use of this measure in order to detect the sample that you want to evaluate the performance and we have had a number (30) highly motivated Teacher to accomplish this through their answers to the sentences in the scale and measure the behavior of a teacher and his position on the issues addressed to him and which tends to be to measure the level of teacher ambition and also his

love of work and the desire to excel in performance and in addition to perseverance and hard work. And the awareness of the variables taking into account the time and offer good conditions to do his work, as well as his relationships with the students and their motivation of the teachers to do his job well.

14- for Performance teacher note card

1-Validate the first hypothesis so that when you get the results of the performance level reaches high scores for this axis and occupied the first row by an average of (55.34) and this shows as it is stipulated in the hypothesis of "the effectiveness of teaching physical education and sports have high degrees when a teacher at the secondary level with motivation and high performance and the most important lesson planning and implementation and evaluation, where the averages were calculated as they are arranged (11.55- 24.85- 18.94) and won the first row of implementation skills and follow-up skills of the calendar, and in the last lesson planning.

2-Validate the second hypothesis "group management of efficiency with physical education and sports teachers with motivation and high performance is unique and high variant", has a value calculated as an average (32.41) and put this axis in the third row, which is the high average and this indicates that offer skills of teachers with strong motivation to achieve high degrees of where the level of performance.

3-Validate the third hypothesis "depends a lot on physical education and sports teachers with motivation and high performance at the secondary level to communicate and interact skills in the classroom" -average arithmetic value (36.72), which is the high average and this axis came in second place and this shows the interest of teachers in the skills of interaction and performance in the classroom when working in the session of physical education and sports.

4-Validate the fourth hypothesis "physical education in addition to teaching and sports skills for teachers of physical education and sports of high motivation for success at university level are interpersonal skills with the school community."The average calculated and reaches a high value (30.39) and this also demonstrates the importance of these skills during physical education and sports teachers, despite occupying the last rank for total skills. This is proof that teachers have mainly good relationships with the school environment, so we must pay attention to these skills and lack of tolerance and earn the respect of others and their trust in the individual.

15-Conclusion

At the end of our research, we learned through the results presented, he will be able to achieve the best and better in relation to performance in physical education and sports and noted that he could not do without the pedagogical skills necessary for the performance of a teacher and the best and highest level of achievement in a special representation at the moment when we have seen the changes and the multiple

reforms in the field of education, and this through, we have seen the most important education program unfinished by the ministry with a view to improving and modernizing the necessary teachers at all levels of education, the level of performance, and we discussed the importance of the calendar in physical education and sports and its impact on the effectiveness of the teacher because through this calendar process allows the teacher to recognize the level of performance and also on the gaps existing , so the Calendar always seeks to improve and develop performance and to modify various shortcomings and also pointed out to us in our search for recipes teacher perseverance and ambition in his work and initiator to acquire basic skills in teaching all these data show We defended the importance of teacher achievement of physical education and sports , because if he the fact that the teacher himself and what we call self-evaluation , it will repair errors and modifies in a way that allows it to achieve a high and distinct level of performance.

And suggestions for future hypotheses:

Recommends researcher based on the results obtained in this research, including the following .

1-The training and intensive training courses for physical education and sports teachers in the field of teaching basic skills that we have dealt with in our research of what is the case proved that we discussed the importance of these skills for physical education and sports teachers because during our research we noticed most of the teachers who do not care about these skills do not seem to mind using them too compared to some teachers by finding them persistent in their work and are characterized by a motivated and high achievement.

2- The need to intensify the support of supervisors to provide all new teachers in the field of specialization and to ensure the effectiveness of performance evaluation.

3-The need to take into account teacher training and improvement programs, and to give great importance to training through Highlighted dedicated to education training programs that allow holders of scientific efficiency certificates of testament and others to improve their level and this demonstrates a research on the importance of scientific testimony in achieving good teaching performance.

4-doing more of this type of research due to the importance of this type of research and scientific field enriching with references, new ideas and also advising researchers studying such a topic and addressing the psychological and affective aspects are very important because they are currently in the teacher and institutions.

5-The need to provide teaching aids for teaching, and to provide sufficient space for application activities.

6-ensure the lifting of physical education and sports as a level equal to the rest of the subjects and give them their importance in terms of the scientific value of the subject.

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