

A proposed model for assessing the educational efficiency of physical education teachers in the second cycle of basic education in Assiut Governorate

***Dr/ Essam Mahmoud Ali Mohamed**

****Dr/ Mahmoud Nabil Gamal El Din Lotfy**

Introduction and research problem:

The achievement of what any society aspires to, especially with regard to the upbringing of its members depends primarily on the quality of the educational system, and the teacher, with his expertise, skills and belief in his profession, represents the main pillar in this system as the main source of educational experiences and the active element in the positive impact on learners in various aspects of their growth. (4:25)

Mohammed Saad Zaghoul, Mustafa Al-Sayeh Muhammad (2004 AD) believes that the physical education teacher represents the main pillar and the important element in the educational process. He instilled good values in his disciples. (23:11)

Stronge (2002 AD) believes that the personal competencies that the teacher has (such as mastery of work, justice, self-confidence, intelligence, patience, integrity of the body and senses, and good appearance) contribute positively to the educational process, as these personal competencies positively affect the personality of the teacher. The disciple. (26: 67)

The evaluation of teacher performance is also one of the processes that all educational institutions are concerned with, in an effort to improve the quality of their services, by examining the efficiency of these teachers in implementing teaching programs, as well as using the evaluation process in their career progression. (6:96)

Ahmed Maher Anwar, Ali Muhammad Abdul-Majeed, Iman Ahmad Maher (2007), Ahmad Ismail Hajji (2001), Muhammad Muhammad al-Shahat (2015 AD) indicate that the roles and responsibilities of the physical education teacher are constantly changing to keep pace with the various developments in the curricula as an important requirement to advance education, and achieve His philosophy and goals, and that the duties and responsibilities of a physical education teacher include teaching, teaching and communication with the environment Planning and implementing activities, creating the educational environment, maintaining order, evaluating education, student growth, and self-professional development (7: 20) (9:34-37) (5: 100-105).

* Lecturer, Department of Curriculum and Teaching Physical Education - Faculty of Physical Education, Assiut University.

**Lecturer, Department of Curriculum and Instruction - Faculty of Physical Education, Benha University.

In this regard, the researchers believe that it is necessary to reconsider how to evaluate the educational efficiency of teachers according to its change, whether this change is due to the development in the curricula or the career progression of teachers, so that it is possible to identify weaknesses in performance, develop them, and strengthen them.

Khaled Gouda Muhammad (1995 AD) also mentions that the efficiency represents the minimum, while the efficiency represents the maximum. For example, when we

say that the efficiency of an engine is 70%, this means that this engine converts 70% of the consumed fuel into energy that is used in the management of machinery, while there are 30% of fuel It is considered a lost energy. As for the efficiency of this engine, it means taking advantage of all the used fuel and converting it into usable energy, that is, when the efficiency reaches 100%, this engine has reached its sufficiency (22:9).

By looking at the annual performance evaluation form for teachers, it was found that it is unified for all teachers in their various specializations, including physical education teachers, despite their different duties and tasks from the rest of the teachers, as well as the lack of updating them for a long time in line with educational developments and what educators demand for development and improvement. Evaluation methods to reach the best performance for physical education teachers.

Through the personal (open) interview with some physical education teachers in Assiut Governorate, and by asking them about the axes of their annual assessment form, the answers were summed up in the inappropriateness of the assessment axes with their performance at work during the teaching of the physical education class to make the assessment form general to all teachers in their different specialties. And that their work is of a special nature and functional tasks different from the rest of the disciplines, and that they must be evaluated according to their educational competence while teaching the physical education class.

Within the limits of what has been reviewed of studies related to the subject of the research, such as the study of Mustafa Al-Sayeh Muhammad, Heba Abdel-Azim Imbabi (2004) (16), the Kidozy study (Chedozy, 2000) (24), the study of Harman and Anne (Harman and Anne, 2001). (25), to the best of the researchers' knowledge, it was found that studies that dealt with the educational competence of the physical education teacher are scarce, and this is what prompted the researchers to do the current study.

The importance of research and the need for it:

1- Determining a list of the educational competence of the physical education teacher that may be useful in the objective evaluation of the performance of physical education teachers.

2- This research may be useful in adding a new model to assess the

educational competence of physical education teachers.

3- This research may open the way to develop other models for evaluating the annual performance of teachers in their various specializations.

Research Objective:

The research aims to

- Designing a proposed model to assess the educational efficiency of physical education teachers in the second cycle of basic education in Assiut Governorate.

Research Questions:

-What is the proposed model for evaluating the educational efficiency of physical education teachers in the second cycle of basic education?

-What is the level of educational competence of physical education teachers in the second cycle of basic education in Assiut Governorate?

Some of the terms included in the research:

Efficiency:

A set of knowledge, concepts, skills and attitudes that direct the behavior of the individual and help him to perform his work in an empowered manner, and it can be measured according to specific agreed standards (3:22).

Teaching competency:

It is all the knowledge, skills and abilities that the teacher needs during the educational situation, and they help him in organizing the situation and directing the activities, educational experiences and means in order to achieve the desired goals (19:211).

Research plan and procedure:

Research Methodology:

The researchers used the descriptive approach based on survey

studies, due to its relevance to the nature of the research.

research community:

The research community included experts in the field of curricula and teaching physical education, physical education directors in Assiut governorate, numbering (30), physical education teachers for the second stage of basic education affiliated to the Directorate of Education in Assiut Governorate, and their number (463).

The research sample:

The sample of the research was chosen in a deliberate, random manner from the experts in the field of curricula and teaching physical education, whose number is (15) experts, the physical education directors in Assiut governorate and their number (20) are directed, and the physical education teachers of the second stage of basic education who are affiliated with the Directorate of Education in Assiut Governorate and their number is (230) Teacher.

Data collection tools:

A survey form for the experts' opinion on the proposed model for evaluating the educational competence of the teacher:

The two researchers reviewed the scientific references and previous studies related to the educational competencies of the physical education teacher, including (8), (7), (19), (4), (21), (13), (18), (12), (2), (14), (11), (10), (5), (1), (6), (20), (25). In order to identify the most important axes and phrases of the proposed model for evaluating the educational competence of a physical education teacher, this resulted in the identification of five axes that were presented to (10)

experts in the field of curricula and teaching physical education Annex (1) to express an opinion on the appropriateness of the axes and the

addition, deletion or modification of the axes Any of these axes, and Table (1) illustrates this.

Table (1)
Percentage of expert opinions on the axes of the proposed model form to assess the educational competence of physical education teachers in the second cycle of basic education (n = 10)

Item No.	axes	Repetition	percentage
1	Efficiency of physical education lesson planning.	10	100%
2	Efficiency of implementing a physical education lesson.	10	100%
3	calendar efficiency.	10	100%
4	Efficient use of hybrid learning.	6	60%
5	Efficient communication with others.	4	40%

It is clear from Table (1) that the percentage of expert opinions on the axes of the proposed model form to assess the educational efficiency of the physical education teacher in the second cycle of basic education ranged between (40%: 100%), and the researcher satisfied with the axes that obtained a higher percentage of (80%) Thus, three axes were identified as follows: the efficiency of physical education lesson planning, the efficiency of implementing the physical education lesson, and the evaluation efficiency.

- Based on the experts' approval of the axes, a questionnaire was prepared for the experts, by proposing phrases for each of the three axes in the light of the analysis of scientific references and previous studies related to the educational competencies of the physical education teacher, The form was presented to (10) experts in the field of curricula and teaching physical education, annex (1), to express their

views on the appropriateness and relevance of the proposed phrases to each axis, and the extent of soundness of wording, adding, deleting or modifying phrases,

- After the presentation to the experts, phrases No. (13, 14) were deleted from the first axis, phrases No. (15, 18) were deleted from the second axis, and phrases No. (9, 12) were deleted from the third axis and annex (4) shows the proposed model form for evaluation The educational efficiency of physical education teachers in the second cycle of basic education in its final form.

Scientific Transactions of the Form: Validity of the form:

The two researchers used the validity of the internal consistency, as (4) physical education teachers were used, each mentor evaluating (5) teachers from the research community, but from outside the main research sample, and this was done during the period from 3/10/2020 to 7/10/2020. , to find the correlation coefficient

between the degree of each statement and the axis to which it belongs, as well as finding the correlation

coefficient between each axis and the total score of the proposed evaluation model, and Table (2), (3) clarify this.

Table (2)
Correlation coefficient between the degree of each phrase and the total score of the axis to which it belongs in the evaluation model for physical education teachers in the second cycle of basic education (n = 20)

first axis phrases		Phrases of the second axis				Third axis phrases	
Ferry number	Correlation coefficient	Ferry number	Correlation coefficient	Ferry number	Correlation coefficient	Ferry number	Correlation coefficient
1	0.89	1	0.92	15	0.89	1	0.86
2	0.85	2	0.94	16	0.87	2	0.83
3	0.79	3	0.95	17	0.79	3	0.89
4	0.94	4	0.88	18	0.89	4	0.78
5	0.87	5	0.85	19	0.92	5	0.92
6	0.79	6	0.82	20	0.88	6	0.81
7	0.81	7	0.83	21	0.85	7	0.83
8	0.83	8	0.94			8	0.88
9	0.85	9	0.93			9	0.78
10	0.87	10	0.89			10	0.87
11	0.92	11	0.84				
12	0.95	12	0.86				
13	0.79	13	0.85				
14	0.91	14	0.87				

Tabular value (correlation coefficient) at the level (0.05) = 0.42

It is clear from Table (2) that the correlation coefficient between the degree of each phrase and the total score of the axis to which it belongs ranged between (0.78: 0.95). Thus, the correlation coefficients for the phrases of the proposed model for evaluating

the educational efficiency of physical education teachers are statistically significant at the level of (0.05) significant, as the The calculated (r) value is greater than the tabulated (r) value, which indicates the validity of the model.

Table (3)
Correlation coefficient between the total scores of each axis and the total score of the physical education teachers evaluation form in the second cycle of basic education (n= 20)

Item No.	axes	Correlation coefficient
1	Efficiency of physical education lesson planning	0.88
2	Efficiency of implementing a physical education lesson	0.91
3	calendar efficiency	0.86

Tabular value (correlation coefficient) at the level (0.05) = 0.42

It is clear from Table (3) that the correlation coefficient between the total scores of each axis and the total score of the physical education teachers evaluation form in the second cycle of basic education ranged between (0.86: 0.91), which are statistically significant correlation coefficients at the level (0.05) as the value of (r) calculated is greater than the tabular value (r), which indicates the validity of the model.

Form stability:

To find the reliability coefficient of the model for evaluating the educational competence of physical education teachers in the second cycle of basic education, the model was applied and re-applied to the same sample previously referred to in honesty (n = 20) with an interval of two weeks, during the period from 10/8/2020 AD to 10/21/ 2020 AD to calculate the correlation coefficient between the sample scores in the two applications, and Table (4) shows this.

Table (4)

Correlation coefficient between the first application and the second application of the physical education teachers evaluation form in the second cycle of basic education (n = 20)

Item No.	axles	Correlation coefficient
1	Efficiency of physical education lesson planning	0.95
2	Efficiency of implementing a physical education lesson	0.97
3	calendar efficiency	0.98
	List as a whole	0.97

Tabular value (correlation coefficient) at the level (0.05) = 0.42

It is clear from Table (4) that the correlation coefficients between the first application and the second application of the physical education teacher evaluation form in the second cycle of basic education ranged between (0.95: 0.98), which are statistically significant correlation coefficients at the level (0.05), as the calculated value (r) greater than the tabular value (r), which indicates the stability of the form.

Accordingly, the form for evaluating the educational competency of physical education teachers in the second cycle of basic education becomes in its final form containing (51) phrases annex (4).

Search application:

The two researchers applied the research in the period from 10/22/2020 to 10/12/2020, with the participation of (20) male and female teachers of physical education in the Directorate of Education in Assiut Governorate to determine the degree of possession of the educational competence of (200) teachers, where each teacher or mentor Who is responsible for guiding these teachers to evaluate the educational competence of the number of (10) teachers who fall within the scope of the guidance department And by using a five-point scale, where the degree of possession was given to a very large degree (5) degrees, to a large degree (4) degrees, to a medium degree (3)

degrees, to a small degree (2) degrees, and to a very small degree (1) degree, and the degrees of the three domains are combined together. To find out the degrees of educational efficiency of teachers, as the maximum degree of the evaluation model is (255) degrees.

Statistical manipulations:

The following statistical treatments were used (estimated degree - percentage - correlation coefficient -

relative weight - relative importance - Ca2 coefficient - skew coefficient).

Presentation and discussion of the results:

Presentation and discussion of the results of the first question:

What is the proposed model for evaluating the educational efficiency of physical education teachers in the second cycle of basic education?

Table (5)

The estimated degree and percentage of the responses of the research sample about the proposed model for assessing the educational efficiency of physical education teachers in the second cycle of basic education (n = 65)

NS	ferries	Research sample responses			Estimated score	percentage
		Appropriate	To some extent	inappropriate		
The first axis : the efficiency of physical education lesson planning :						
1	Classifies the educational objectives in the lesson into the cognitive, psychomotor, and emotional domains .	65	0	0	325	%100
2	Specific educational objectives are derived from general objectives .	65	0	0	325	%100
3	Formulates educational goals in a behavioral way that can be achieved .	65	0	0	325	%100
4	Learning objectives are derived from the lesson content and are measurable	65	0	0	325	%100
5	Arrange the learning objectives from easy to difficult .	65	0	0	325	%100

Follow Table (5)
The estimated degree and percentage of the responses of the research sample about the proposed model for assessing the educational efficiency of physical education teachers in the second cycle of basic education (n = 65)

NS	ferries	Research sample responses			Estimated score	percentage
		Appropriate	To some extent	inappropriate		
6	Clearly plans each part of the educational situation .	65	0	0	325	%100
7	Establishes flexible goals that can be adapted to the students' desires .	60	5	0	315	%96.92
8	Organize the parts of the lesson clearly and sequentially .	65	0	0	325	%100

follow Table (5)
The estimated degree and percentage of the responses of the research sample about the proposed model for assessing the educational efficiency of physical education teachers in the second cycle of basic education (n = 65)

NS	ferries	Research sample responses			Estimated score	percentage
		Appropriate	To some extent	inappropriate		
9	Puts alternatives with the contingent factors on teaching .	59	4	2	309	%95.07
10	Prepares a daily plan in line with the annual plan for school physical education	65	0	0	325	%100
11	Choosing a variety of educational activities in line with the students' abilities	60	5	0	315	%96.92
12	He chooses educational activities and practical exercises in light of the possibilities available in the school .	65	0	0	325	%100

follow Table (5)
The estimated degree and percentage of the responses of the research sample about the proposed model for assessing the educational efficiency of physical education teachers in the second cycle of basic education (n = 65)

NS	ferries	Research sample responses			Estimated score	percentage
		Appropriate	To some extent	inappropriate		
13	Determines the evaluation methods and tools appropriate to measure the extent to which the objectives have been achieved .	57	2	6	297	%91.38
14	Able to plan to manage competitions between students during the lesson .	65	0	0	325	%100
The second axis : the efficiency of the implementation of the physical education lesson :						
1	Presents the educational lesson clearly and in a logical sequence .	65	0	0	325	%100
2	Uses students' previous information as input to the lesson .	55	3	7	291	%89.53
3	It creates a practical model for the learned skill .	65	0	0	325	%100
4	It is summarized in the theoretical explanation of the learned skill .	65	0	0	325	%100
5	Uses various strategies, methods and teaching methods during the implementation of the lesson .	65	0	0	325	%100
6	It is transmitted during the implementation of the lesson between the students effectively .	65	0	0	325	%100
7	Taking into account the individual differences between the students during the implementation of the lesson	65	0	0	325	%100

follow Table (5)
The estimated degree and percentage of the responses of the research sample about the proposed model for assessing the educational efficiency of physical education teachers in the second cycle of basic education (n = 65)

NS	ferries	Research sample responses			Estimated score	percentage
		Appropriate	To some extent	inappropriate		
8	Understands learning theories and uses them while teaching .	65	0	0	325	%100
9	Uses the types of feedback during the implementation of the lesson .	65	0	0	325	%100
10	Uses different reinforcement methods during lesson implementation	62	3	0	319	%98.15
11	Accepts students' mistakes and helps them to correct them	65	0	0	325	%100
12	Possesses communication skills with students during the implementation of the lesson	65	0	0	325	%100
13	It stimulates students' motivation during the lesson .	65	0	0	325	%100
14	Pupils develop positive feelings about learning .	65	0	0	325	%100
15	Able to use time effectively to achieve the objectives of the lesson .	65	0	0	325	%100
16	Able to create an educational environment that motivates students to learn the new lesson .	65	0	0	325	%100
17	Proficient in the use of reward and punishment methods according to educational and psychological principles .	65	0	0	325	%100
18	It uses purposeful educational activities to provide students with positive values and attitudes .	65	0	0	325	%100
19	Take into account the factors of security and public safety during the implementation of the lesson .	65	0	0	325	%100

follow Table (5)
The estimated degree and percentage of the responses of the research sample about the proposed model for assessing the educational efficiency of physical education teachers in the second cycle of basic education (n = 65)

NS	ferries	Research sample responses			Estimated score	percentage
		Appropriate	To some extent	inappropriate		
20	Able to use information technology during the implementation of the lesson .	55	3	7	291	%89.53
21	It works to instill the teamwork style among the students .	65	0	0	325	%100
The third axis : the efficiency of the calendar :						
1	Proficient in the use of different calendar methods .	65	0	0	325	%100
2	Prepare performance tests to evaluate students' performance .	65	0	0	325	%100
3	Makes accurate judgments about students' learning .	65	0	0	325	%100
4	He is skilled in constructing tests that measure levels of physical, skill and cognitive goals .	57	2	6	297	%91.38
5	It prepares tests of different levels that take into account the individual differences among students .	54	2	9	285	%87.69
6	Proficient in employing test results as feedback to improve student learning	65	0	0	325	%100
7	Uses calendar records that show the level of development and improvement in students' performance .	65	0	0	325	%100
8	Sufficient time is given to the students to carry out the tests .	65	0	0	325	%100
9	Take advantage of assessment results to provide immediate reinforcement to each student .	65	0	0	325	%100
10	Proficient in linking assessment tests with the behavioral objectives of the lesson .	65	0	0	325	%100

It is clear from the results of Table (5) that the percentage of the responses of the research sample about the proposed model for assessing the educational efficiency of the physical education teacher in the second cycle of basic education in Assiut Governorate ranged between (87.69%: 100%), where the percentage of the first axis ranged the efficiency of lesson planning Physical education is between (91.38%: 100%), and the percentage for the second axis ranged between (89.53%: 100%), and the percentage for the second axis ranged between (87.69%: 100%).

The researchers attributed that rise in the percentage of responses of the research sample from experts in curricula and teaching physical education, physical education directors and physical education teachers about the proposed model for assessing the educational competence of physical education teachers in the second cycle of basic education to the appropriateness of the selected phrases and their compliance with the requirements of the assessment of the physical education teacher.

Fathi Youssef Muhammad (2003 AD) indicates that due to the importance of the role of the physical education teacher in the integrated education of young people physically, mentally, emotionally and socially, the teacher must have a high degree of performance and technical competence that enables him to carry out his various tasks and roles to achieve his mission and to stand continuously on all modern developments To the educational methods, methods and

trends in order to be appropriate to his responsibilities and his age, and to combine the efforts of all administrative and technical bodies in providing the appropriate environment for the teacher, administratively, technically, financially and psychologically, in order to ensure the safety of generations and to ensure the future. (14:13)

Mahmoud Abdel Halim Abdel Karim (2006 AD) confirms that the process of teaching physical education, despite its apparent ease, contains a huge amount of complications, as teaching deals with heterogeneous human spectra with individual differences, trends, tendencies and different psychologies, hence it has become a duty for the All those working in the field of physical education unleash the hand of development and innovation to reach achievements with which we face the speed of movement of the machine in society and the accompanying inactivity in the movement of students. The teacher's tasks are no longer limited to the traditional role known to all, but rather he has to innovate and renew to encourage students to engage in sports activity and practice it on Scientific foundations that guarantee continuity and continuity of learning and sports practice. (1:5)

The previous results are consistent with what was indicated by the results of the study of both Nawal Ibrahim Shaltout and Mervat Ali Khafajah (2002 AD) that it is important in the educational process to reach a set of competencies for the work of the teacher to be a guide and

guide for him in the performance of his work and in his professional growth and help him to achieve his goals .(23:54)

The results of Table (5) agree with the results of the study of Fathi Youssef Muhammad (2003 AD) (14) and the study of Mustafa Al-Sayeh Muhammad, and Heba Abdel Azim Imbabi (2004 AD) (16), which reached

some teaching competencies for physical education teachers. Thus, the first question was answered.

Presentation and discussion of the results of the second question:

What is the level of educational competence for physical education teachers in the second cycle of basic education in Assiut Governorate?

Table (6)
Relative weight, relative importance and Ca2 value to assess the educational efficiency of teachers of the second stage of basic education in Assiut Governorate (n = 200)

first axis phrases				Phrases of the second axis								Third axis phrases			
NS	relative weight	Relative importance	Ka ²	NS	relative weight	Relative importance	Ka ²	NS	relative weight	Relative importance	Ka ²	NS	relative weight	Relative importance	Ka ²
1	940	94 %	32	1	980	98%	128	15th	940	94%	32	1	860	86 %	52
2	800	80 %	40	2	980	98%	128	16	860	86%	32	2	860	86 %	52
3	960	96%	72	3	960	96%	72	17	980	98%	128	3	720	72 %	52
4	980	98%	128	4	980	98%	128	18	960	96%	72	4	820	82 %	28
5	940	94%	32	5	960	96%	72	19	960	96%	72	5	720	72 %	52
6	860	86 %	52	6	960	96 %	72	20	960	96%	72	6	740	74 %	32
7	820	82 %	28	7	980	98%	128	21	960	96%	72	7	740	74 %	52
8	780	78%	120	8	980	98%	128					8	760	76%	16
9	880	88%	52	9	860	86 %	52					9	640	64 %	72
10	880	88 %	52	10	940	94 %	32					10	860	86 %	52
11	860	86 %	52	11	940	94 %	32								
12	940	94%	32	12	980	98%	128								
13	780	78 %	155	13	940	94%	32								
14	880	88 %	52	14	940	94%	32								

Ca2 value at the level of 0.05 = (9.49)

It is clear from Table (6) that the results of assessing the educational efficiency of physical education teachers for the second stage of basic education in Assiut Governorate ranged in relative importance between

(64%: 98%), and the value of Ca2 ranged between (16: 196), which are statistically significant values as The calculated Ca2 value is greater than the tabulated Ca2 value at the (0.05) level.

Table (7)
Arithmetic mean, standard deviation and skew coefficient to assess the educational efficiency of teachers of the second stage of basic education in Assiut Governorate (n = 200)

NS	variable	SMA	standard deviation	maximum	minimum	Term	skew modulus
1	Teaching Competency Assessment Form	185.52	22.91	238	130	108	0.102-

It is clear from Table (7) that the skew coefficient has reached (-0.102),

and this means that this degree falls between (± 3), which indicates a

moderate distribution of the values of the research sample members.

Table (8)

The modified standard score (T) and the raw score for assessing the educational efficiency of physical education teachers in the second stage of basic education in Assiut Governorate

Raw grade	T class	Raw grade	T class	Raw grade	T class	Raw grade	T class
119	46	164	63	205	80	250	97
116	45	162	62	203	79	248	96
113	44	160	61	200	78	245	95
111	43	157	60	198	77	243	94
108	42	154	59	195	76	240	93
105	41	151	58	192	75	237	92
102	40	148	57	189	74	234	91
99	39	145	56	186	73	231	90
97	38	143	55	184	72	228	89
95	37	140	54	181	71	225	88
94	36	137	53	179	70	223	87
92	35	134	52	177	69	220	86
89	34	131	51	174	68	217	85
86	33	129	50	173	67	216	84
85	32	127	49	171	66	214	83
83	31	125	48	168	65	211	82
80	30	122	47	165	64	208	81

It is evident from the table (8) that the modified standard grades "T" for the members of the research sample ranged between (30-97) and through

that the researchers determined the standard levels of the research sample and a table (9) illustrates this.

Table (9)

Standard levels, their percentage and estimates for assessing the educational efficiency of physical education teachers in the second cycle of basic education in Assiut Governorate (n = 200)

NS	element / axis	Standard levels, their percentage and estimates					
1	Modified score limits	97- 85	84- 75	74- 65	64- 50	49-40	39-30
2	Grades	excellent	very good	Good	Acceptable	weak	Very weak
3	Percentages	11%	26%	48.50%	14.50%	0%	0%
4	the number	22	52	97	29	0	0
5	ranking	the fourth	The second	the first	the third	Fifth	VI

It is clear from Table (9) that the standard levels of the research sample members of physical education teachers in the second cycle of basic education in Assiut governorate came according to five levels: (excellent - very good - good - acceptable - weak - very weak). In order to verify the validity of the second question, it is clear from Tables (6) (7) (8) (9) that what was achieved by the sample members in assessing the educational competence under study came according to gradual standard levels as in Table (9). of the basic physical education teachers in the second cycle of basic education in Assiut Governorate, at a rate of (11%) for the level (excellent), (26%) for the level (very good), and at a rate of (48.5%) for the level (good) and at a rate of (14.5%) for the level (acceptable), and with a percentage of 0% for level (weak), and 0% for level (very weak).

The researchers attribute that difference and disparity between the degrees of evaluation of the educational competence of physical education teachers in the second cycle of basic education in Assiut Governorate to that due to the community's need for large numbers of teachers, the interest in the past was largely in quantity at the expense of quality in providing the necessary numbers of teachers to meet the needs of schools Which led to the presence of a large number of physical education teachers who lack the desire and

conviction of the teaching profession, and this leads to a weakness in their educational efficiency and the resulting poor performance, productivity and creativity while doing their work.

Abu al-Naga Ahmed Ezz al-Din (2001 AD) indicates that no one can deny the main role played by the teacher, as he is the backbone of the educational process and the main factor on which the success of education depends in achieving its goal and achieving its role in social and economic progress. Rather, it is one of the most important forces influencing the situation Education in general and the educational process in particular, and the physical education teacher is one of the teachers who are able to influence the growth and development of students and take care of them physically, health, socially and psychologically (8:49).

Muhammad Saad Zaghloul and Mustafa al-Sayeh Muhammad (2001 AD) believe that the teaching competencies contribute to the process of preparing the student teacher and training him in the skills and abilities he needs during educational situations, as well as helping him to achieve what he wants to earn for his students. He can achieve the desired educational goals through the preparation, planning and implementation of educational situations. The competencies have become of great interest to educational institutions in the whole world, which indicates that it is one of the best

solutions for preparing teachers in a realistic manner.(22: 68)

The results of Table (6) agree with the results of the study of Rasha Abdel Rahman Muhammad (2010 AD) (18), and the study of Bakr Anwar Tohamy (2016 AD) (21), which determined the level of teaching competencies for the student teacher at the Faculty of Physical Education. Thus, the second question was answered.

Conclusions:

1- Reaching a proposed model for evaluating the educational efficiency of physical education teachers in the second cycle of basic education in Assiut Governorate.

2- Determining the level of educational competence for (200) physical education teachers in the second cycle of basic education in Assiut Governorate, according to the evaluation model, and the results of the assessments were as follows: excellent (11%), very good (26%), good (48.5%), acceptable at a rate of (14.5%).

Recommendations:

In light of the research objectives and the results reached, the researchers recommend the following:

1- The interest of the Ministry of Education in circulating the proposed model for evaluating the educational competence of physical education teachers in the Arab Republic of Egypt.

2- Training the physical education directors to prepare detailed and objective tests in various aspects of the physical education curriculum and training them on the means of measuring these tests and analyzing their results.

3- Preparing courses and programs to refine physical education teachers and improve their performance while teaching the physical education class.

4- Conducting similar research and studies on physical education teachers for different stages and in other governorates.

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