

## **A Teaching Competences Evaluation for the Student-Teacher for the Aquatics Teaching Method Course in High Light of the Academic Standards of the Teaching Methods of Physical Education Programs Graduates in Alexandria**

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**Abstract:** The research aims to recognize how can the student- teacher - realize the teaching competences related to aquatics teaching methods course in the high light of the academic quality standards the researcher utilized the descriptive survey method, the sample were represented by the third year students educations branch. The tools are an exploratory questionnaire of the experts options about standard analysis in the high light of competences fields, an expletory questionnaire of the experts opinions about teaching competences determine in the high light of academic quality standards. An evaluation questionnaire of teaching competences of aquatics teaching methods course in the high light of quality standers after the questionnaire applying on the major research group and carried out of the statistical treatment the researcher found the following: The most important competences necessary for the student teacher evaluations from the quality standards, the competences are (the cognitively, the performance - the feeling - the productivity) Resulting a group of teaching competences necessary for the student- teacher evaluation of the current course from the quality standards the most important recommendations are To carry out a comparative studies about teaching competences evaluation from the academic standards of the other departments of the faculty and schools

**Key words:** Teaching competences evaluation • Aquatics teaching methods course • The academic standard with teaching methods of physical education program graduates

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### **INTRODUCTION**

The education process raise trail and realize a better learning has become depending on applying the quality standards in all learning systems, to face changes of the society and all changes that the society will ness in all life fields. The quality assurance has become on the focus of the executive and political of leadership interest on all level to have a graduate endorsed globally with high standards. This requires a preparation of a document of the national academic standards of the sector which determines the minimum of the expected standards of graduates in different specializations.

To promote the academic quality programs in physical education sector, it's necessary to prepare an academic standards group appropriated with the international standards, which assure a good determine to what the graduate characteristics after program and to

confirm that the student is on the right direction to realize aims [1].

The view of teacher in the current time has changed, the major value of his preparation now depends on his ability to realize aims with different sides and dimensions with the current time circumstances [2], so the higher education institutions gave interest to a programs and systems of teacher preparation based on competence, that's requires an academic, cultural and social preparation of the teacher through those programs [3]. That means that the abilities and skills which the teacher must acquire it through that program and standards which must be applied to evaluate those abilities and skills - must be clear and announced from the educational institutions [4]. The teachers teaching competences evaluation must be continued according to specific standards to determine the most important reasons which lead to the teachers' competency shortage,

which helps in retraining them in order to develop their competences in the weak sides [5, 6]. There are many studies which gave attention to the teaching competences of the student teachers [7-13] which gave attention to prepare an evaluation card to the teaching prepare and evaluation card to the teaching performance to measure the students teachers competences.

In swimming field, there is prior studies [14, 15] tried to develop the course in the high light of standers in spite of the faculty of physical education for girls as general and curriculums and teaching methods of physical education efforts as special to improve and develop the education process through follow the evaluation type of all the education process elements as the researcher knowledge. there is no study of those competences evaluation in the high light of quality standards, in spite of inserting those standards in the faculty departments programs, which are sited from the national organization of the education quality and accreditation the most competent aims of the faculty was to prepare graduates able to work mark competition through the programs quality assurance which pare presented by the faculty departments and developed to measure the education out pups related to the presented programs. So, we have to analyze those standards in the high light the teaching competences fields and utilize it to evaluate the student teacher to recognize competences which she has realized in the high light of those standards so the research idea has raises.

#### **This Research Aims To:**

- Analyze the quality academic standards of the teaching methods of physical education in the light of competences fields.
- Determine the teaching competences necessary for the student - teacher of the aquatics teaching methods course in the high light of the academic quality standards of physical education teaching methods programs.
- Design teaching card of the teaching competences with the student teacher for the aquatics teaching methods course in the high lights of the academic quality standards of physical education teaching methods course in the high light of the academic quality standards of physical education teaching methods.
- Recognize the student teacher performance level of the teaching competences for the aquatics teaching methods in the high light of the academic quality standards.

#### **The Research Questions:**

- What are the competences fields which are included in the academic standards of the methods physical education teaching methods programs graduates?
- What are the teaching competences necessary for the students' teacher for the aquatics teaching methods course, in the high light of the academic quality standards?
- How can the student/teacher realize the teaching competences of the aquatics teaching methods course in the high light of the academic quality standards.

### **MATERIALS AND METHODS**

**Methodology:** The researcher utilized the descriptive survey method because it is appropriated to the research nature.

**The Research Sample:** The sample was divided to an expletory sample and a major study sample.

- An expletory sample has been conducting the study on 23 students by 30.67% of the total number of students.
- A major study sample was made to 61 students (91.04%) of the total number of students.

#### **Research Tools:**

- An expletory questionnaire of the experts opinions about the analysis of the academic standard of the graduates of physical education teaching methods program in the high light competences the competences fields were determined by an open question for the experts they agreed that the most competences related competences with the research subject are cognitively, performancy, feeling and productivity. The rate of approval of experts on the classification of academic standards in the light of The four areas of competencies between 78.57 and 85.71% with the standards analysis the first question was answered.
- An expletory opinion questionnaire of experts about determine the teaching competences necessary for the students teacher fro the aquatics teaching methods course in the high light of academic

standards of physical education teaching methods program, referring to the scientific references related to aquatics [16-20] and the previous studies which were carried out in the competences field [21-25] to determine teaching competences necessary for the student -teacher for the aquatics teaching methods course.

The researcher prepared and determined the teaching competences in a primary shape and presented it to experts to have benefits from their opinions a best the appropriating of every standard of competences for realize it and sit and other suggestions the expletory opinion results clarified the agreement of experts on the teaching competences list with delete and merge add - rearrange some competences, the approval of experts on the teaching competencies and their approval rates ranged between 78.57 and 92.86% with determine teaching competences in the high light of quality standards the second question was answered.

- An Evaluation questionnaire for the teaching competences necessary for the aquatics teaching methods course in the high light of the academic quality standards for physical education teaching methods program graduates.

The researcher carried out modification of the questionnaire according to experts opinions to be in the final shape, it consists of 40 statement prepared for applying and distributed as follows:

Cognitive and understanding standards for the cognitive competences which realizes 10 competences, scientific and professional standards, performance competences which it realize 20 competences mental standards and feeling competences which it realizes 5 competences the productivity competences which it realizes 5 competences.

**The Scientific Treatment of the Evaluation Application: The Application Validity:** The validity was calculated with two methods:

- The judges' validity: the application was presented to experts to modify it, they agreed the carry out modifications and the evaluation application using correctness.
- The internal coordination validity which clarifies.

**The Application Stability : the Stability Was Calculated by Two Methods:**

- Alfakronpakh coefficient was 0.7742 for the adequacy of knowledge, 0.7122 for the adequacy of the performing, 0.7633 for the adequacy of emotional and 0.8145 for the adequacy of productivity and stability of all transactions at the function level of 0.01, 0.05, which indicates the accuracy of the results.
- The differences between the first and second evaluation for the expletory of research group which clarified where was the difference between the two evaluations (0.224) by a factor of stability (0.998), at the level of 0.5.

**Fairness:** It was calculated by differences between the first and the second judge of the expletory research group which clarified Where was the difference between the arbitrators (1.439) by a factor of stability (0.906), a D when the level of 0.05 With the scientific treatment coefficients of the application, it will be correct to be applied on the major research group.

**Procedures and Applying:** The student /teacher was evaluation done by 3 of the aquatics staff members committee and put (P) clarifies how can the realize the teaching competences of every standards, according to a estimated balance (realize - fairly - not realize) for a week with a rate of 10 students.

**The Statistics Treatments:**

**The Researcher Utilized the Following Statistics Methods:** Frequencies and percentage rates - the mean - the standard deviation- ka Square - Alfakronpakh coefficient the internal coordination coefficient.

## RESULTS AND DISCUSSION

**First: Concerning How Can the Student/teacher Realizes the Branched Cognitive Competences Items of Teaching Method of the Aquatics Course - In the High Light of Quality Standards:** (Table 1) Table 1 clarified that the highest rate of realize was the branched competences number (1), (2), (7), (8), (3), (5), (6), (9), the realize rates were between 81.15 and 98.36.

The researchers contribute this fact to the interest of the staff member in student / teacher training on the method of the aquatics class planning to assist in realize aims.

Table 1: Frequency, percentage and statistical significance about achievement of 1<sup>st</sup> competencies (cognitive competencies) for third grade students. n = 61

No.	Statement	Achievement extent						Chi <sup>2</sup>	Mean	Achievement %
		Achieved		Fairly Achieved		Not Achieved				
		Freq.	%	Freq.	%	Freq.	%			
1	Setting general and special objectives of Aquatic sports lesson.	59	96.72	2	3.28	0	0	53.26*	1.97	98.36
2	Writing educational objectives in behavioral and procedural way which could be measured and observed.	56	91.8	3	4.92	2	3.28	93.87*	1.89	94.26
3	Arranging objectives in a logical sequence.	47	77.05	12	19.67	2	3.28	54.92*	1.74	86.89
4	Distinguish between objectives areas and levels (cognitive - psychomotor - emotional)	4	6.56	20	32.79	37	60.66	26.79*	0.46	22.95
5	- Good planning of Aquatic sports lesson by: * Determine the parts of the lesson and the chronological division of each part. * Determine formations (in and out water) * Determine educational aids and tools and alternative. * Identify ways and methods of teaching. * Determine educational media and technology. * Identify ways and methods of evaluation	45	73.77	15	24.59	1	1.64	49.70*	1.72	86.07
6	Employing basis from other vital sciences (anatomy, physiology, body parts functions, movement science) and education technology to develop aquatic sports skills	44	72.13	14	22.95	3	4.92	44.30*	1.67	83.61
7	Applying some items from Aquatic sports laws	55	90.16	4	6.56	2	3.28	88.75*	1.87	93.44
8	- Design educational activities, which is fulfill students involvement in the implementation and evaluation	53	86.89	7	11.48	1	1.64	79.61*	1.85	92.62
9	- Identify the psychological and social principles related to physical activities (such as leadership, motivation, individual differences, encouraging,.....).	43	70.49	13	21.31	5	8.2	39.48*	1.62	81.15
10	- Depending on access to information and modern concepts, which are linked to Aquatic sports through to modern scientific sources and references.	18	29.51	17	27.87	26	42.62	2.39	0.87	43.44

Chi<sup>2</sup> significant 0.05= 5.99

This accommodates with a previous study [26] that the academic competences and the educational preparation courses work for institute the faculties of physical education students courses with wide base of important knowledge, and this agreed with results of a prior research [27] that when the scientific base is available for the aquatics teacher that depended on a high study level

With a view of Table 1, it clarifies the non-realize of the branched cognitive competences number (4), (10) it's from 22.9 to 43.44. This indicates that the course does not help the student to distinguish between aims fields on search of issues related to curriculum from different and modern resources. This is confirmed by findings of previous studies [16, 20] that aquatic sports teacher responsible for

Table 2: Frequency, percentage and statistical significance about achievement of 2<sup>nd</sup> competencies (performance competencies) for third grade students. n = 61

No.	Statement	Achievement extent						Chi <sup>2</sup>	Mean	Achievement %
		Achieved		Fairly Achieved		Not Achieved				
		Freq.	%	Freq.	%	Freq.	%			
1	Preparing effective learning environment fulfilling safety and security for student while performing Aquatic sports lesson	30	49.18	29	47.54	2	3.28	24.82*	1.46	72.95
2	Performing warming which improve of body vital organs functions	14	22.95	41	67.21	6	9.84	33.08*	1.13	56.56
3	Performing innovated exercises for special physical preparation related top Aquatic sports with its repetition determined	7	11.48	46	75.41	8	13.11	48.62*	0.98	49.18
4	Performing educational activities in each aquatic sports lesson suits student teacher needs	2	3.28	29	47.54	30	49.18	24.82*	0.54	27.05
5	Performing correctly applied models for aquatic sports skills (inside and outside water)	30	49.18	28	45.9	3	4.92	22.26*	1.44	72.13
6	Using progressive educational steps for teaching aquatic sports various skills.	29	47.54	31	50.82	1	1.64	27.67*	1.46	72.95
7	Using various teaching methods and styles that give rise to educated students thinking.	20	32.79	37	60.66	4	6.56	26.79*	1.26	63.11
8	Striving to enhance the performance of students.	18	29.51	29	47.54	14	22.95	5.93	1.07	53.28
9	Attention to fix physical and skill errors as they happen through feedback	20	32.79	32	52.46	9	14.75	13.02*	1.18	59.02
10	Calling in exercises correctly and clearly	31	50.82	27	44.26	3	4.92	22.56*	1.46	72.95
11	Draw students attention using verbal and non-verbal language	3	4.92	21	34.43	37	60.66	28.46*	0.44	22.13
12	Taking into account not to mention more than one learning point of at the same time.	5	8.2	12	19.67	44	72.13	42.53*	0.36	18.03
13	Use of various formations during the execution of Aquatic sports lesson.	21	34.43	32	52.46	8	13.11	14.20*	1.21	60.66
14	Using educational and technological media which help to fulfill Aquatic sports objects	24	39.34	34	55.74	3	4.92	24.62*	1.34	67.21
15	- design and organize ending activities for aquatic sports and correlate with each other in activities e.g. water ball match.	6	9.84	20	32.79	35	57.38	20.69*	0.52	26.23
16	- Using variety and suitable evaluation methods to achieve aspects of learning in every part of Aquatic sports lesson.	5	8.2	18	29.51	38	62.3	27.18*	0.46	22.95
17	- Setting superior students as leaders for their fellows	7	11.48	16	26.23	38	62.3	25.02*	0.49	24.59
18	Move during the lesson as required by the educational situation.	37	60.66	19	31.15	5	8.2	25.31*	1.52	76.23
19	Managing learning time efficiently	13	21.31	35	57.38	13	21.31	15.87*	1	50
20	- Familiarize educated students on health care, food and personal hygiene.	6	9.84	16	26.23	39	63.93	28.16*	0.46	22.95

Chi<sup>2</sup> significant 0.05= 5.99

Table 3: Frequency, percentage and statistical significance about achievement of 3<sup>rd</sup> competencies (performance competencies) for third grade students. n = 61

No.	Statement	Achievement extent						Chi <sup>2</sup>	Mean	Achievement %
		Achieved		Fairly Achieved		Not Achieved				
		Freq.	%	Freq.	%	Freq.	%			
1	Provide opportunities for student/ teacher positive participation students in the educational process.	20	32.79	34	55.74	7	11.48	17.93*	1.21	60.66
2	Take into account student individual differences while presenting Aquatic sports lesson	53	86.89	7	11.48	1	1.64	79.61*	1.85	92.62
3	- Get used to accept the views of colleagues on her performance during teaching.	43	70.49	13	21.31	5	8.2	39.48*	1.62	81.15
4	Integration of talented athletes with their colleagues to raise the motivation towards learning.	11	18.03	14	22.95	36	59.02	18.33*	0.59	29.51
5	Student teacher is keen to be in an athlete appearance.	51	83.61	5	8.2	5	8.2	69.38*	1.75	87.7

Chi<sup>2</sup> significant 0.05= 5.99

develop learners abilities to self-educate and scientific thinking to use in solve problem they face and to have total scientific view.

**Second: Concerning How Can the Student/Teacher Realize Performance Branched Competences Items in the High Light of Quality Standards:** (Tables 2 and 3). They clarifies that the high rate of realizing competences are number (1), (5), (10) and (18) was between 72.95 and 76.23) which indicates that the current course and the staffs members help the student to apply the class with security and safe with using models different shapes and calls for exercises in a right way. This agreed with that using teacher’s voice, calls and movements with stimulate learners [28]. This also agrees with that there is an interest from staff members in the student / teacher training to apply the system ways through take and put tools to realize security and safe which assure the realizing of aims [15]. The results of Table 2 indicated that there is a branched competences realized with the student / teacher with a rate of 50.000- 67.21, its competences numbers were (2), (7), (8), (9), (13),(14), (19) and that’s because of the staff member interest of the student/ teacher participation in determine. The educational multi media appropriated for the class issue to realize its aims. This agreed with the results of other studies [29-34] that it’s necessary to differentiate. The technical and educational abilities and used it within classes and appropriate it to the information quantity and the applied and theoretical skills.

Table 2 results indicate to non realizing the student teacher of some pranced performance competences number (9), (2), (8), (19), this because of shortage of time and the number intensity which did not help the student /teacher do discover mistakes and using the appropriated enhancement to learners.This agreed with what Attia [35] confirmed that there is a shortage of times the students intensity which does not premises to perform mistake once it helps in addition to what is clarified by Zaghoul [36] that there is many problems related to aquatics teacher, the most important one is the enhancement utilizing through applying the class because of the shortage of line for the class. The results of the some table that the non realizing of the performance branched competences numbers (3), (4), (11), (12), (15), (16), (17), (20) which are less than % 50 that’s because of the current course, it does not help the student / teacher to create exercises appropriated for tendencies, needs of learners. The number intensity and no showers appropriated for the learner’s number does not help to practice the right habits the study class systems the time period for applying class prevent the student / teacher to use the notes cards to evaluate learners, this agreed with Saleh [15] that the student / teacher training on using the rates cards to determine mistakes describe the appropriate treatment to know. How can realize aims which need enough time.

Table 4: Frequency, percentage and statistical significance about achievement of 3<sup>rd</sup> competencies (feeling competencies) for third grade students. n = 61

No.	Statement	Achievement extent						Chi <sup>2</sup>	Mean	Achievement %
		Achieved		Fairly Achieved		Not Achieved				
		Freq.	%	Freq.	%	Freq.	%			
1	- Ability to use the internet for collection of information about Aquatic sports skills and general and special physical preparation.	9	14.75	19	31.15	33	54.1	14.30*	0.61	30.33
2	Able to innovate technological and educational aids and use them in self-learning of some Aquatic sports skills	4	6.56	26	42.62	31	50.82	20.30*	0.56	27.87
3	Discover the superior students in sports and develop special activities to ensure their superiority.	0	0	18	29.51	43	70.49	10.25*	0.3	14.75
4	Get benefit of previous researches about teaching methods and applying new and modern teaching methods	1	1.64	8	13.11	52	85.25	75.18*	0.16	8.2
5	Able to teach in non-homogeneous groups (cooperative learning) to achieve Aquatic sports lesson objectives	1	1.64	30	49.18	30	49.18	27.57*	0.52	26.23

Chi<sup>2</sup> significant 0.05= 5.99

**Third: Concerning Can the Student / Teacher the Branched Competences Related to the Current Course According the Quality Standards:** Table 3 clarified that competences has been realized with high rates of numbers (2), (3) and (5). The rates are 81.62- 92.62 that's because the interest of the staff member with the student /teacher training the select activities appropriated with learners aims and properties which help them to realize aims with a high effectiveness this agree with Alhakim [27] who said that the aquatics teacher is not considered a successful for giving the scientific material, he must be guide a director, a leader and an educator, so he can determine the learning method appropriated with every learner according to his abilities and needs. He has a great role in giving information and skills of the course easily [28], the table indicates to not realize of the branched feeling competency number (4) that's because the orienting of the student teacher is for the low level students in spite of that merge help in the motivation stimulation with learning with the distinguished students that's what the current quality standards want to realize that's agree with Affify [37] that the effective education based on competition and preparation, this realize by the cooperation participation in the education situation

**Fourth : Concerning How the Student /Teacher Realize the Productivity Competences of Course in High Light of Quality Standards:** Table 4 clarifies the not realizing of the student of those competences, it's from 8.20-30.33, it's

less than 50% the researcher reasoned this to the using of information of the student creation to put addition activities appropriated with the distinguished students all those things need to planning and inserting in the time table to teach the curriculum with it sides (theoretical practical). Those competences are very information to prepare the aquatics teacher realize the quality standards. This agree with Rashid [38], it clarifies the professional growth ability through recognize all new to increase information culture related to teaching, we have institute a qualifying programs related to the culture, professional sides to develop teachers in knowledge, concepts to appropriate with all new in the current time in the high light of the above mentioned we reached to the answer of the third question.

### CONCLUSION

Through the results of the research towards an evaluation of the teaching competences necessary for the student teacher of teaching methods of aquatics course in the high light of the academic quality standards we can resulted the following:

- The most important competences necessary for the student /teacher evaluation in the aquatics teaching methods course according to the academic quality standards were cognitively - performanity- feeling and productivity.

- A group of branched competences necessary for the student / teacher evaluation in aquatics teaching
- Methods course according to the academic quality standards of physical education teaching methods program.
- The evaluation application of the student/ teacher evaluation was instituted and rationed for the aquatics teaching methods course in the high light of the academic quality standards for physical education teaching methods programs.
- Compressing the aquatics course in addition to adding the study courses of the faculty to acquire the student / teacher the performance and productivity competences helped them to realize the desired aims according to the academic quality standards to realize the time requirements.

#### **Recommendations:**

- Carry out comparative studies about how to evaluate teaching competences of the student / teacher of the aquatics teaching methods course in the end of the year.
- Utilize evaluation card for the result of the current research to evaluate the student /teacher teaching competence for the aquatics teaching methods course in the end of the year.
- Explain and clarify the standards necessary for the teaching competences necessary for the student / teacher in the aquatics teaching methods course before applying the aquatics class in the faculty.
- Carry out research like this study in the field training in the schools.
- Hold seminars and work ships by the staff member of the faculty and directors of the education administrations to discuss the standards and apply it in the schools.

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