

Evaluation of Student / Teacher Teaching Competencies in the Curricula and Teaching Methods of Motor Expression in the Light of Quality Academic Standards

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Abstract: This study aimed to analyze the academic standards of teaching physical education methods according to competencies fields, identify student/teacher teaching competencies in motor expression teaching methods syllabus according to quality academic standards and designing teaching competencies evaluation form for student/teacher in fourth grade, Education Department, Faculty of Physical Education for Girls, Alexandria University, Egypt according to quality academic standards, descriptive methodology was used. Study sample included 26 students from the fourth year, education department selected randomly from fourth year education students 2008/2009 as pilot study sample, 59 students from the fourth year education students selected intentionally in the year 2009/2010. The researcher used in data collection three forms: academic standards analysis form for graduates from methods of teaching physical education program according to competencies fields and questionnaire for experts to determine the teaching competencies for student/teacher in motor expression syllabus in according to quality standards of the program, an evaluation form for required competencies for the student/teacher in motor expression syllabus(prepared by researcher). Results revealed analysis of the academic standards of the program to competency fields (cognitive, performance, emotional, productivity), identifying teaching competency for motor expression teaching method syllabus according to program and quality academic standards, evaluation competency for fourth grade students, students achievement extent of cognitive, affective and performance efficiencies were high while the achievement of productivity competency was low, researcher recommended using competency evaluation form in evaluating third and fourth grade students in motor expression teaching methods syllabus, conduct similar study to evaluate the performance of graduates of teaching methods program in the field training according to quality standards.

Key words: Teaching competency · Physical education teaching program · Academic standards · Motor Expression

INTRODUCTION

The world is witnessing series of enormous changes and developments both in quantity and quality in all life fields, making countries looking to follow up these changes; in educational they look for teachers to be prepared properly to make them able to raise society level and participate in educational process responsibility. The teacher is one of the most important elements of educational process as he is the commander of the process which led it in right direction and educational outputs depends upon him, thus increase teacher importance nowadays as there are many obstacles in education field [1].

Therefore, teaching is one of important foundations in preparing educational policy which prepare learner for life in community according to its social philosophy [2]. Teacher get more care and attention in this age, as a result of scientific progress which he is obliged teacher to follow up all new in education contents and teaching methods and absorb and apply it he need renewed skills at all stages of career growth [3,4].

The competency approach is one of the modern approaches which could be used in preparing teachers, in-service teachers training and rehabilitation is one of serious attempts to improve education quality on new educational and psychological basis collected by teachers preparation based on competency [5].

Performance using competency is one of technological developments that have emerged lately in educational field as reaction to dissatisfaction with teacher preparation method which led to emergence of preparation by performance or competency [6, 7]. Teacher preparation approach based on competency depends on conversion between functions and tasks required from teacher after graduating to set of competency should be mastered by student/ teacher before graduation [8-14].

Evaluating teaching competency of the student/teacher receiving increasing attention in the educational community and this much attention is primarily due to the importance of teachers preparation and the role they play in society. Evaluating teachers' competency periodically according to a scientific study is one of the important elements that determine the main reasons lead to deficiencies in teachers' adequacy, which helps to retrain them to develop teaching competency weak side [6,7].

Physical Education Teaching Methods Program is one of the academic programs in college and its graduates can work for educational institutions in various stages of education, program includes set of syllabuses taught to both introductory phase (grade I and II) and specialization stage (grade III and IV). Motor Expression curriculum with its different syllabuses is one of the courses in Physical Education teaching Methods Program includes basic elements and various skills, applied knowledge and theoretical information, which has an effective role in student / teacher preparation for duties after the graduation, it is characterized by importance and educational value. Faculties of Physical Education for Girls include motor expression in their general plan as it is considered the basis for many sporting activities, including artistic gymnastics and rhythmic gymnastics.

Quality assurance has become the issue in the focus for executive and political leadership to arrive by graduates in all levels to universally recognized standards making them able to cope with local, regional and global competitive and this required preparation of national academic standards for physical education Sector, which set minimum standards expected of graduates in different disciplines. Total quality in the field of education refers to set of standards and procedures aimed to continuous improvement in educational product, also refer to features and specifications expected in educational product in the processes and activities to be achieved through these specifications [15].

Quality is one of the most important means to improve education quality and upgrading its performance in the current era, called by some thinkers quality era, quality is no longer luxury sought by educational institutions or substitute to take it or leave it, it has become an urgent necessity for institution want to achieve excellence [16], while attention to quality in educational institutions does not mean planning to make educational institutions, especially universities, commercial enterprises, but get benefit of quality standards application in education and work on teaching methods development to achieve product quality and double the benefit for first beneficiary the society with all institutions and personnel in education field [17].

Out of all the foregoing and as the issue of student/teacher preparation of faculties at physical education is one of the important issues that have occupied and still occupy the minds of most educators in the light of competency defining the career and as all educational institutions seeking to achieve quality, including faculty of Physical Education for Girls, Alexandria University, we should take into account the quality academic standards for methods of teaching physical education program and analysis it determining competency achieved in each syllabus including motor expression to evaluate student/teacher according to these standards to improve methods of teaching Physical Education program graduates quality.

There are many studies focused on identifying teaching competency of student /teacher [18-25]. There are many studies focused on assessment of student/teacher teaching competency through designing teaching performance evaluation forms according to competency [26-28]. Hence, appears the need to evaluate student/ teacher teaching competency of motor expression syllabus teaching methods according to quality academic standards.

Procedural Terminology:

Teaching Competencies: Minimum of knowledge and information, skills and innovative capacity and productivity that must be gained by student / teacher to carry out his work during the service.

Academic Standards of Teaching Physical Education Methods Program: It is well-defined description of what it should be after the completion of graduate study courses in methods of Teaching Physical Education program.

Study Objectives: This research aims to evaluate student/teacher competency in motor expression syllabus for fourth grade students (Education Department, Faculty of Physical Education for Girls, Alexandria University, Egypt) according to quality academic standards through:

- Analysis of the quality academic standards of methods of teaching physical education program according to competency fields.
- Determining teaching competency of student/teacher in motor expression syllabus according to quality academic standards.
- Designing teaching competency evaluation form for fourth year student/ teacher (Education Department, Faculty of Physical Education for Girls, Alexandria University, Egypt) according to quality academic standards.
- Identifying student/teacher level of performance of competency motor expression syllabus according to quality academic standards.

Study Queries: Research objectives following queries have been set as follows:

- What teaching competency areas contained in quality academic standards for methods of teaching physical education program?.
- What teaching competency necessary for student/teacher fourth year (Education Department, Faculty of Physical Education for Girls, Alexandria University, Egypt) in motor expression syllabus according to quality academic standards?.
- How much achieved by the student/ teacher fourth year (Education Department, Faculty of Physical Education for Girls, Alexandria University, Egypt) of motor expression syllabus according to quality academic standards.

MATERIALS AND METHODS

Methodology: The researcher used descriptive survey as its suits research nature.

Study Sample

Pilot Study Sample: Selected randomly from students of fourth grade (Education Department, Faculty of Physical Education for Girls, Alexandria University, Egypt) accounted for 26 students, the first semester of 2008/2009 academic year.

Main Study Sample: Selected intentionally from fourth year students (Education Department, Faculty of Physical Education for Girls, Alexandria University, Egypt) accounted for 59 students, second semester-2009/2010 academic year. Fourth year students were selected as they got experience with all program syllabuses. Table 1 shows pilot and main sample distribution (Appendix 1).

Study Tools:

- Academic standards analysis form for methods of teaching physical education program graduates according to competency fields (Appendix 2).
- Curriculum and physical education teaching methods experts' questionnaire to define student/teacher necessary teaching competencies in motor expression syllabus according to quality academic standards of physical education teaching methods program (Appendix 3).
- Teaching competencies evaluation form for motor expression syllabus according to quality academic standards of physical education teaching methods program (appendix 4).

Tools preparation scientific steps were as follows till become suitable for application:

Academic Standards Analysis Form for Methods of Teaching Physical Education Program Graduates According to Competency Fields: (Appendix 2)

Form Objective: This form aims to analyze academic standards for graduates of physical education teaching methods program according to competency fields using following steps:

- Literature review and access to scientific literature and previous studies [18-25] to determine teaching competency fields necessary for student/teacher in physical education teaching methods program, namely: cognitive, performances, emotional - productivity competencies.
- Access to quality academic standards of physical education teaching methods program graduates issued by National Authority for Quality Assurance and Accreditation (Appendix 5).

- Analyze the content of each standard of quality academic standards, according to skills should be gained by student/teacher (knowledge and understanding; scientific; professional and mental skills) according to what set by National Authority for Quality Assurance and Accreditation in syllabuses description which clears teaching competencies.
- Identify each standard and set competency fields suits its content.
- Academic standards analysis form according to competency field presented to 13 experts with not less than 10 years experience in teaching curricula and physical education teaching methods and motor expression (Appendix 6).
- Based on the above, standards related with skills should be gained by student / teacher and competency fields with consolidation of 3 standards having overlapping between their competencies (Table 2 and Appendix 7).

Experts Questionnaire to Define Fourth Grade Student/Teacher Teaching Competency in Motor Expression Syllabus According to Quality Academic Standards: (Appendix 3)

Form Objective: Identifying teaching competency of fourth grade student/ teacher in motor expression syllabus according to quality academic standards to identify each standard and its competency through:

- Access to scientific literature and previous studies [10, 14, 23-25, 29] to determine teaching competency that fall under each of quality academic standards and suit it to motor expression field.
- Personal interviews with specialists in the field of curriculum and physical education teaching methods and motor expression to identify competency for each standard.
- Competency statement in its initial form presented to experts and specialists in curriculum and physical education teaching methods and motor expression (Appendix 6) to make sure that:
 - Each statement correlation with its standard.
 - Statements are clear and comprehensive.
 - Experts demonstrated their views and observations in competencies and all amendments done as delete, add, integrate, transfer or re-order.

Teaching Competency Evaluation Form for Student/teacher in Motor Expression Syllabus: (Appendix 4)

Form Objective: Arriving to list of student/ teacher necessary competency for motor expression syllabus to evaluate fourth grade students (Education Department, Faculty of Physical Education for Girls, Alexandria University, Egypt) according to quality academic standards of physical education teaching methods program.

The form was presented to experts in the curricula, physical education teaching methods and motor expression and their opinions were in agreement by percentage of 87%, experts' opinions resulted on some amendments in the form and the final form composed of 44 statements as follows:

- Knowledge, understanding skills and knowledge competency: 11 statements.
- Scientific, professional skills and performance competency: 21 statements.
- Mental skills and emotional competency: 7 statements.
- Mental skills and productivity competency: 5 statements.

Pilot Study: The researcher conducted a pilot study applying competency evaluation form in the first semester of 2008/2009 academic year on a sample consisted of 26 students selected randomly from 75 students represent all IV grade students (sample percentage 34.67%) to ensure:

- Clarity of standards and its competency.
- Any insufficiencies in using the form in evaluation.

Questionnaire Scientific Factors:

Questionnaire Validity: Calculated by Two Ways:

Content Validity: Researcher depended on experts opinion to identify the appropriateness of standards for skills and the competency appropriateness to standards and competency clarity deletion, addition and modification done based on expert opinions.

Internal Consistency Validity: It was calculated to identify each statement correlation with its competency to ensure the consistency of statements and its sincerity in measurement of what it have been put for., as shown in Tables 3-5 (Appendix 8).

Reliability: Calculated in two ways:

- Alpha Cronbach Coefficient: Showed in Tables 3-5 (Appendix 8).
- Application reapplication method by filming a video, the researcher video-graphed pilot study students while applying a lesson they taught as when student re-teach the same lesson there will be changes in performance (Table 6) (Appendix 9).

Subjectivity: Calculated by differences between two experts in evaluation card overall score (Table 7) (Appendix 10).

Procedures and Application: Teaching competency evaluation form for student/teacher in motor expression syllabus according to quality academic standards applied in December 2009 on IV grade students as they informed with physical education teaching methods standards to

be aware of standards and competency they will be assessed through.

Evaluation done by committee composed of a number 3 motor expression lecturers in Curricula and Teaching Methods Department, Faculty of Physical Education for Girls, Alexandria University, Egypt in 6 days. Students were divided into groups of 10 students daily, student teach a lesson of motor expression for 45 minutes, evaluation done by identifying competency achievement according to three estimation scale (achieved - fairly achieved - not achieved) by putting (✓) against each competency, then determining each aspect competency total by scale (2.1,0).

Statistical Work: The researcher used statistical methods appropriate for data processing: frequency and percentage-arithmetic mean-standard deviation, Chi square- internal consistency coefficient- Alpha Cronbach's coefficient-T test.

Appendix 1:

Table 1: Pilot and main sample distribution

| Categories | Total students | Pilot study | | Main Study | |
|---------------------------------|----------------|-------------|-------|------------|-------|
| | | No. | % | No. | % |
| Fourth grade students 2008-2009 | 75 | 26 | 34.67 | | |
| Fourth grade students 2009-2010 | 67 | | | 59 | 88.06 |

Appendix 2: Academic standards analysis questionnaire form for methods of teaching physical education program graduates according to competency fields
N.B.: This form presented to experts with covering letter asking them to express their opinion about quality academic standards suitability to competency field; the letter also included:

| - | Research title | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-------------|---------|-------------|---------|--------------|---------|--------------|--|-----|---------|-----|---------|-----|---------|-----|---------|---|---------|---------|---------|---------|---------|---------|---------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|--|--|--|--|--|--|--|---|--|--|--|--|--|--|--|-----------------|--|--|--|--|--|--|--|
| - | Definition of competency' types as researcher will use in her study | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Competency' fields | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th colspan="2">Cognitive</th> <th colspan="2">Performance</th> <th colspan="2">Emotional</th> <th colspan="2">Productivity</th> </tr> <tr> <th>Not</th> <th>Suiting</th> <th>Not</th> <th>Suiting</th> <th>Not</th> <th>Suiting</th> <th>Not</th> <th>Suiting</th> </tr> </thead> <tbody> <tr> <td>Academic standards for graduates of physical education teaching methods program</td> <td>Suiting</td> <td>Suiting</td> <td>Suiting</td> <td>Suiting</td> <td>Suiting</td> <td>Suiting</td> <td>Suiting</td> </tr> <tr> <td>Student teacher should be able to: I - acquiring following knowledge and concepts</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1- Physical education curricula design foundations in a way enabling her to identify goals and design educational activities</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2- Principles and policies necessary for effective educational procedure</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3- Teaching methods principles and different sports rules and laws</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4- Fitness components (medical – movement - physical) for different educational stages</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5- Evaluation different methods as an input to improve education and promote physical, cognitive, social and emotional development of in different age stages</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6- Basis of management and organization of school sports competitions and festivals</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Your suggestion</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Cognitive | | Performance | | Emotional | | Productivity | | Not | Suiting | Not | Suiting | Not | Suiting | Not | Suiting | Academic standards for graduates of physical education teaching methods program | Suiting | Student teacher should be able to: I - acquiring following knowledge and concepts | | | | | | | | 1- Physical education curricula design foundations in a way enabling her to identify goals and design educational activities | | | | | | | | 2- Principles and policies necessary for effective educational procedure | | | | | | | | 3- Teaching methods principles and different sports rules and laws | | | | | | | | 4- Fitness components (medical – movement - physical) for different educational stages | | | | | | | | 5- Evaluation different methods as an input to improve education and promote physical, cognitive, social and emotional development of in different age stages | | | | | | | | 6- Basis of management and organization of school sports competitions and festivals | | | | | | | | Your suggestion | | | | | | | |
| Cognitive | | Performance | | Emotional | | Productivity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not | Suiting | Not | Suiting | Not | Suiting | Not | Suiting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic standards for graduates of physical education teaching methods program | Suiting | Suiting | Suiting | Suiting | Suiting | Suiting | Suiting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student teacher should be able to: I - acquiring following knowledge and concepts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1- Physical education curricula design foundations in a way enabling her to identify goals and design educational activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2- Principles and policies necessary for effective educational procedure | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3- Teaching methods principles and different sports rules and laws | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4- Fitness components (medical – movement - physical) for different educational stages | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5- Evaluation different methods as an input to improve education and promote physical, cognitive, social and emotional development of in different age stages | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6- Basis of management and organization of school sports competitions and festivals | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Your suggestion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

II - As for scientific and profession skills student/teacher should be able to

- Performance of applied models to sports presented.
- Design educational activities, which is fulfill students involvement in the implementation and evaluation
- Planning and implementation of appropriate teaching skills according to individual differences between students
- Apply evaluation methods
- Participate with the school administration in planning
- Leading learning environment to improve and develop educational process
- Effective use of available services and resources to develop diverse educational needs
- Discover the superior students in sports and develop special activities to ensure their superiority.
- Discover Sports delayed cases and Physical Disability

Your suggestion

III - As for mental skills student/teacher should be able to

- Correlation and integration between sports activities branches and other sciences
- Planning to provide education opportunities and appropriate practice based on student; educational environment and tasks
- Discover individual differences in knowledge receiving and develop the appropriate instructions and guidance to correspond to these differences
- Analyze skills performance of individual and team sports.
- Analyze the results of evaluating lessons objectives to increase effectiveness of the educational process Cognitive And Productivity competency

Your suggestion

Appendix 3: Curriculum and physical education teaching methods experts' questionnaire to define student/teacher necessary teaching competency in motor expression syllabus according to quality academic standards of physical education teaching methods program

N.B.: This questionnaire presented to experts with covering letter asking them to express their opinion about academic standards and competency fulfill it.

I - Student Teacher should be acquired cognitive competency related to motor expression teaching methods through following standards

| | Competency' fields | | | | | | | |
|--|--------------------|---|-------------|---|-----------|---|--------------|---|
| | Cognitive | | Performance | | Emotional | | Productivity | |
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| Cognitive standards and competency fulfill it | | | | | | | | |
| 1- Physical education curricula design foundations in a way enabling her to identify goals and design educational activities | | | | | | | | |
| This standard could be achieved through the following cognitive competency | | | | | | | | |
| - Setting general objectives of motor expression lesson. | | | | | | | | |
| - Setting behavioral objectives of motor expression lesson. | | | | | | | | |
| - Setting objectives can be achieved during the time allocated for motor expression lesson. | | | | | | | | |
| - Setting objectives commensurate with characteristics and capabilities of motor expression students. | | | | | | | | |
| - Distinguish between objectives areas and levels (cognitive - psychomotor - emotional) | | | | | | | | |
| - Writing educational objectives in behavioral and procedural way which could be be measured and observed. | | | | | | | | |
| - Arranging objectives in a logical sequence. | | | | | | | | |
| - Use of terms and present them in a good way. | | | | | | | | |
| - Implementation of educational activities in motor expression lesson to saturate learners needs and encourage them to speed learning. | | | | | | | | |
| - Design educational activities related to motor expression within the lesson. | | | | | | | | |
| - Use of modern scientific sources and references for development of objectives and educational activities in motor expression lesson | | | | | | | | |

2- Principles and policies necessary for effective educational procedure

This standard could be achieved through the following cognitive competency

- Good planning of motor expression lesson by:
 - * Determine the parts of the lesson and the chronological division of each part.
 - * Determine formations
 - * Determine educational aids and tools and alternative.
 - * Identify ways and methods of teaching.
 - * Determine educational media and technology.
 - * Identification activities to achieve educational objectives of the lesson.
 - * Identify ways and methods of evaluation.
 - * Determine scientific literature that was referenced
 - * Preparing effective learning environment fulfilling safety and security for student while performing motor expression lesson
 - * Managing learning time efficiently
-

3- Teaching methods principles and different sports rules and laws

This standard could be achieved through the following cognitive competency

- Identify variety teaching methods of suitable students characteristics educated and motor expression lesson objectives.
 - Identify teaching methods and styles that give rise to educated students thinking.
 - Progressive educational steps for teaching motor expression various skills.
 - Identify the components of skills performance of motor expression and employ them to develop the movement learning.
 - Proficiency in the use of model in teaching skills performance components in motor expression.
 - Striving to enhance the performance of students.
 - Attention to fix physical and skill errors as they happen
 - Ability to provide clear guidance and feedback in a timely manner in motor expression lesson.
 - Draw students attention using verbal and non-verbal language
 - Taking into account not to mention more than one learning point of at the same time.
 - Move during the lesson as required by the educational situation.
 - Use of various formations during the execution of motor expression lesson.
-

4- Fitness components (medical – movement - physical) for different educational stages

This standard could be achieved through the following cognitive competency related to supply students with healthy habits and giving attention to physical and movement components during motor expression lesson through

- The practice of educational activities (warm) which improve of body vital organs functions.
 - Familiarize educated students on health care, food and personal hygiene.
 - Ability to select and perform innovative and appropriate exercises for the development of physical fitness of each skill educated in motor expression lesson.
 - Emphasis on the basic and derivative positions of selected exercises.
 - Identify repetitions for each exercise in line with its aim
-

5- Evaluation different methods as an input to improve education and promote physical, cognitive, social and emotional development of in different age stages,

This standard could be achieved through the following cognitive competency

- Prepare variety and suitable evaluation methods to achieve aspects of learning in every part of motor expression lesson.
 - Get used to accept the views of colleagues on her performance during teaching.
 - Depending on access to information and modern concepts, which are linked to motor expression through to modern scientific sources and references.
 - Trying to instill social values and principles to educated students (such as leadership - cooperation - Assist colleagues)
 - Development of positive attitudes towards the practice of motor expression.
 - Identify the psychological and social principles related to motor expression (such as leadership, motivation, individual differences, encouraging.....).
-

6- Basis of management and organization of school sports competitions and festivals This standard could be achieved through the following cognitive competency

- Ability to organize competitions in individual and team sports.
 - Ability to design and organize ending activities for motor expression lesson (cool down and flexibility exercises).
 - Ability to organize portion of sports show or concert (a dance).
-

7- Correlation and integration between sports activities branches and other sciences,

This standard could be achieved through the following cognitive competency

- Ability to employ scientific contents for some subjects such as education technology to teach motor expression skills.
- Ability to understand the interrelationships between motor expression and other sports activities such as rhythmic gymnastics and motor rhythmic

8- Planning to provide education opportunities and appropriate practice based on student; educational environment and tasks

This standard could be achieved through the following cognitive competency

- The use of databases within the college to serve the educational process.
- Provide opportunities for students participation in discipline maintenance and groups leadership in order to achieve the desired objectives.
- Provide opportunities for student/ teacher positive participation students in the educational process.

9- Analyze skills performance of individual and team sports.

This standard could be achieved through the following cognitive competency

- Analysis educational skills in motor expression to tasks and activities commensurate with learners abilities.
- Identify key elements of motor skills performance in motor expression and the fragmentation to their respective components to easily learn and employ them to develop the motor expression skills.
- Analysis of learning skills for motor expression and divide to parts to facilitate learning
- Coordination in student performance between motor and rhythmic components of motor expression skills.

II- Student Teacher should be acquired performance competency related to motor expression teaching methods through following scientific and professional standards

| | Competency' fields | | | | | | | |
|---|--------------------|---|-------------|---|-----------|---|--------------|---|
| | Cognitive | | Performance | | Emotional | | Productivity | |
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| Performance standards and competency fulfill it | | | | | | | | |

1- Performance of applied models to sports presented.

This standard could be achieved through the following performance competency

- Being able to perform various motor skills in motor expression so learners can focus on the proper performance of the skill learned.
- Can fragment each motor expression skill to components easy to learn.

2- Design educational activities, which is fulfill students involvement in the implementation and evaluation

This standard could be achieved through the following performance competency

- Provide opportunities for students participation in evaluating each other in each and every part of motor expression lesson.
- Participate with faculty administration in planning according to faculty mission

This standard could be achieved through the following performance competency

- Student teacher commitment to take faculty approval to borrow some of educational aids.
- Student teacher commitment with lecture time.
- Develop educational activities for motor expression lessons help to fulfill faculty mission and objectives

III- Student Teacher should be acquired emotional competency related to motor expression teaching methods through following mental standards

| | Competency' fields | | | | | | | |
|---|--------------------|---|-------------|---|-----------|---|--------------|---|
| | Cognitive | | Performance | | Emotional | | Productivity | |
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| Emotional standards and competency fulfill it | | | | | | | | |

1 - leading learning environment to improve and develop educational process.

This standard could be achieved through the following emotional competency

- Ability to plan experiences that achieve the maximum possible student participation to learn motor expression skills.
- Good management and arrange of the learning environment in order to achieve the objectives set.
- Student teacher is keen to be in an athlete appearance.

IV- Student Teacher should be acquired productivity competency related to motor expression teaching methods through following general standards

| Productivity standards and competency fulfill it | Competency' fields | | | | | | | |
|---|--------------------|---|-------------|---|-----------|---|--------------|---|
| | Cognitive | | Performance | | Emotional | | Productivity | |
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| 1 - Effective use of available services and resources to develop diverse educational needs. This standard could be achieved through the following productivity competency | | | | | | | | |
| - Ability to select and use educational media appropriate to motor expression lessons and facilities available. | | | | | | | | |
| - Ability to use the internet for collection of physical and motor fitness exercises for each motor expression skill. | | | | | | | | |
| - Ability to innovate educational and technology media and use in teaching motor expression skills. | | | | | | | | |
| 2 - Discover the superior students in sports and develop special activities to ensure their superiority. This standard could be achieved through the following productivity competency | | | | | | | | |
| - Be able to discover students excelling in motor expression and encourage them to develop their abilities. | | | | | | | | |
| - Develop additional duties working to develop outstanding athletes. | | | | | | | | |
| - To ensure the integration of talented athletes with their colleagues to raise the motivation towards learning. | | | | | | | | |
| 3- Discover Sports delayed cases and Physical Disability This standard could be achieved through the following productivity competency | | | | | | | | |
| - Understand the principle of individual differences between students and developing activities commensurate with their level. | | | | | | | | |
| - Respect the personality of delayed athletes | | | | | | | | |
| - Integrate delayed students with regular colleague in some educational situations to increase the motivation towards learning. | | | | | | | | |
| 4- Analyze the results of evaluating lessons objectives to increase effectiveness of the educational process This standard could be achieved through the following productivity competency | | | | | | | | |
| - Keeping a record of monitoring students performance of educated during the execution of motor speech lesson. | | | | | | | | |
| 5- Discover individual differences in knowledge receiving and develop the appropriate instructions and guidance to correspond to these differences This standard could be achieved through the following productivity competency | | | | | | | | |
| - Use Variety of teaching methods helping her to take into account students individual differences during their acquisition of knowledge and practicing motor expression skills. | | | | | | | | |
| - Setting instructions and guidance meet students individual differences and help them to quickly learn various motor expression skills | | | | | | | | |

Appendix 4: Teaching competency evaluation form for motor expression syllabus according to quality academic standards of physical education teaching methods program

This evaluation form includes four aspects determined according to physical education experts' opinions, 86 marks total score in the form distributed according to relative importance as follows:

22 marks for first aspect: cognitive competency

42 marks for second aspect: performance competency

14 marks for third aspect: emotional competency

8 marks for fourth aspect: productivity competency

v sign will be put in suitable column against each competency to indicate achievement range according to triple evaluation scale (achieved – Fairly achieved – Not achieved) which correspond to marks (2, 1, 0)

Student teacher name:

| No. Standards and competency fulfill it | Achievement extent | | |
|--|--------------------|-----------------|--------------|
| | Achieved | Fairly achieved | Not achieved |
| Student teacher should be acquired cognitive competency for physical education teaching method related to motor expression, this could be achieved through the following knowledge and understanding standards | | | |
| 1 Setting general and special objectives of motor expression lesson. | | | |
| 2 Writing educational objectives in behavioral and procedural way which could be measured and observed. | | | |
| 3 Arranging objectives in a logical sequence. | | | |
| 4 Distinguish between objectives areas and levels (cognitive - psychomotor - emotional) | | | |
| 5 Good planning of motor expression lesson by: | | | |
| * Determine the parts of the lesson and the chronological division of each part. | | | |
| * Determine formations | | | |
| * Determine educational aids and tools and alternative. | | | |
| * Identify ways and methods of teaching. | | | |
| * Determine educational media and technology. | | | |
| * Identify ways and methods of evaluation. | | | |
| 6 Analyze educational skills to design educational activities related to motor expression within the lesson help to achieve preset objectives. | | | |
| 7 Identify key elements of motor skills performance in motor expression and the fragmentation to their respective components to easily learn and employ them to develop the motor expression skills. | | | |
| 8 Employing basis from other vital sciences (anatomy, physiology, body parts functions, movement science) and education technology to develop motor expression skills | | | |
| 9 Depending on access to information and modern concepts, which are linked to motor expression through to modern scientific sources and references. | | | |
| 10 Ability to integrate and analyze relations between motor and rhythmic components and other subjects e.g. rhythmic gymnastic and rhythmic movement. | | | |
| 11 Identify the psychological and social principles related to physical activities (such as leadership, motivation, individual differences, encouraging.....). | | | |
| II- Student teacher should be acquired performance competency for physical education teaching method related to motor expression, this could be achieved through the following scientific and professional standards | | | |
| 1 Preparing effective learning environment fulfilling safety and security for student while performing motor expression lesson | | | |
| 2 Performing warming which improve of body vital organs functions | | | |
| 3 Performing innovated exercises for special physical preparation related top motor expression with its repetition determined | | | |
| 4 Emphasis on the basic and derivative positions of selected exercises. | | | |
| 5 Performing correctly applied models for motor expression skills | | | |
| 6 Coordination in student performance between motor and rhythmic components of motor expression skills. | | | |
| 7 Using progressive educational steps for teaching motor expression various skills. | | | |
| 8 Using various teaching methods and styles that give rise to educated students thinking. | | | |
| 9 Striving to enhance the performance of students. | | | |
| 10 Attention to fix physical and skill errors as they happen through feedback | | | |
| 11 Draw students attention using verbal and non-verbal language | | | |
| 12 Taking into account not to mention more than one learning point of at the same time. | | | |
| 13 Move during the lesson as required by the educational situation. | | | |
| 14 Use of various formations during the execution of motor expression lesson. | | | |
| 15 Using educational and technological media which help to fulfill motor expression objects | | | |
| 16 Ability to organize portion of sports show or concert (a dance). | | | |
| 17 Ability to design and organize ending activities for motor expression lesson (cool down and flexibility exercises). | | | |
| 18 Using variety and suitable evaluation methods to achieve aspects of learning in every part of motor expression lesson. | | | |
| 19 Provide opportunities for students participation in discipline maintenance and groups leadership in order to achieve the desired objectives. | | | |
| 20 Familiarize educated students on health care, food and personal hygiene. | | | |
| 21 Keen to instill social values and principles to educated students (such as leadership - cooperation - Assist colleagues) | | | |

III- Student teacher should be acquired emotional competency for physical education teaching method related to motor expression, this could be achieved through the following mental standards

- 1 Take into account student individual differences while presenting motor expression lesson
 - 2 Development of positive attitudes towards the practice of motor expression.
 - 3 Get used to accept the views of colleagues on her performance during teaching.
 - 4 Student teacher is keen to be in an athlete appearance.
 - 5 Provide opportunities for student/ teacher positive participation students in the educational process.
 - 6 Respect the personality of delayed athletes
 - 7 Integrate delayed students with regular colleague in some educational situations to increase the motivation towards learning.
-

IV- Student teacher should be acquired productivity competency for physical education teaching method related to motor expression, this could be achieved through the following general standards

- 1 Ability to use the internet for collection of information about motor expression skills and general and special physical preparation.
 - 2 Able to innovate technological and educational aids and use them in self-learning of some motor expression skills
 - 3 Discover the superior students in sports and develop special activities to ensure their superiority.
 - 4 Integration of talented athletes with their colleagues to raise the motivation towards learning.
-

Appendix 5: Quality academic standards of physical education teaching methods program graduates issued by National Authority for Quality Assurance and Accreditation

I - Knowledge and understanding

Academic standards for graduates of physical education teaching methods program

Graduate be able to knowledge and understanding of:

- 1- Physical education curricula design foundations in a way enabling her to identify goals and design educational activities
 - 2- Principles and policies necessary for effective educational procedure
 - 3- Teaching methods principles and different sports rules and laws
 - 4- Fitness components (medical – movement - physical) for different educational stages
 - 5- Evaluation different methods as an input to improve education and promote physical, cognitive, social and emotional development of in different age stages
 - 6- Basis of management and organization of school sports competitions and festivals
-

II- Skills

Mental skills

Graduate should be able to

- 1- Correlate and integrate sports activities branches and other sciences
 - 2- Plan to provide education opportunities and appropriate practice based on student understanding; educational environment and tasks
 - 3- Discover individual differences in knowledge receiving and develop the appropriate instructions and guidance to correspond to these differences
 - 4- Analyze skills performance of individual and team sports.
 - 5- Analyze the results of evaluating lessons objectives to increase effectiveness of the educational process
-

Scientific and Professional skills

Graduate should be able to

- 1- Performance of applied models to sports presented.
 - 2- Design appropriate educational aids for presented educational activities
 - 3- Design educational activities, which is fulfill students involvement in the implementation and evaluation
 - 4- Planning and implementation of appropriate teaching skills according to individual differences between students
 - 5- Apply appropriate evaluation methods and use its tools.
 - 6- Participate with the school administration in planning according to school mission and objectives
 - 7- leading learning environment to improve and develop educational process
 - 8- Effective use of available services and resources to fulfill diverse educational needs
 - 9- Discover superior students in sports and develop special activities to ensure their superiority.
 - 10- Discover Sports delayed cases and Physical Disability
-

Appendix 6: Experts in Physical education curricula and teaching methods

- 1- Prof. Dr. Amal Hamid Batawy
 - 2- Prof. Dr. Amal Mohamed Hassan Halabi
 - 3- Prof. Dr. Trajy Mohammed Abdul Rahman
 - 4- Prof. Dr. Salem Abdul-Latif, Suidan
 - 5- Prof. Dr. Suheir Ahmed Bedier
 - 6- Prof. Dr. Sawsan Ali Abdel-Khalek
 - 7- Prof. Dr. Salah Anae
 - 8- Prof. Dr. Afaf Abdel Rahman Zahran
 - 9- Prof. Dr. Afaf Osman Osman
 - 10- Prof. Dr. Fatima Salim Azab
 - 11- Prof. Dr. Mohamed Hussein Mohamed Abdel Moneim
 - 12- Prof. Dr. Mustafa El-Sayeh Mohammad
 - 13- Prof. Dr. Heba Abdel Azim Ambani
-

Appendix 7:

Table 2: Standards related with skills should be gained by student / teacher and competency fields suits

| Skills should be acquired by student/teacher | Quality academic standards for physical education teaching methods program | Competency fields | No. of standards |
|--|---|----------------------------|------------------|
| Knowledge and understanding skills | 1- Physical education curricula design foundations in a way enabling her to identify goals and design educational activities | Cognitive | 11 |
| | 2- Principles and policies necessary for effective educational procedure | | |
| | 3- Teaching methods principles and different sports rules and laws | | |
| | 4- Fitness components (medical – movement - physical) for different educational stages | | |
| | 5- Evaluation different methods as an input to improve education and promote physical, cognitive, social and emotional development of in different age stages | | |
| | 6- Basis of management and organization of school sports competitions and festivals | | |
| | 7- Planning and implementation of appropriate teaching skills according to individual differences between students | | |
| | 8- Apply evaluation methods | | |
| | 9- correlate and integrate sports activities branches and other sciences | | |
| | 10- Plan to provide education opportunities and appropriate practice based on student understanding; educational environment and tasks | | |
| | 11- Analyze skills performance of individual and team sports. | | |
| Scientific and Professional skills | 1- Performance of applied models to sports presented. | Performance | 3 |
| | 2- Design educational activities, which is fulfill students involvement in the implementation and evaluation | | |
| | 3- Participate with the school administration in planning | | |
| Mental skills | 1- leading learning environment to improve and develop educational process | Emotional and Productivity | 5 |
| | 2- Effective use of available services and resources to fulfill diverse educational needs | | |
| | 3- Discover superior students in sports and develop special activities to ensure their superiority. | | |
| | 4- Discover Sports delayed cases and Physical Disability | | |
| | 5- Discover individual differences in knowledge receiving and develop the appropriate instructions and guidance to correspond to these differences | | |

Appendix 8:

Table 3: Internal consistency and Alpha Cronbach factor for cognitive competency (N=26)

| Competency | Stat. No. | Statement Content | Int. Consistency Factor | Alpha Cronbach Factor |
|----------------------|--|---|-------------------------|-----------------------|
| Cognitive Competency | 1 | Setting general and special objectives of motor expression lesson. | 0.488** | 0.7628 |
| | 2 | Writing educational objectives in behavioral and procedural way which could be measured and observed. | 0.517** | |
| | 3 | Arranging objectives in a logical sequence. | 0.459* | |
| | 4 | Distinguish between objectives areas and levels (cognitive - psychomotor - emotional) | 0.466** | |
| | 5 | - Good planning of motor expression lesson by: | | |
| | 5/1 | Determine the parts of the lesson and the chronological division of each part. | 0.657** | |
| | 5/2 | Determine formations | 0.584** | |
| | 5/3 | Determine educational aids and tools and alternative | 0.498** | |
| | 5/4 | Identify ways and methods of teaching | 0.499** | |
| | 5/5 | Determine educational media and technology | 0.581** | |
| | 5/6 | Determine educational activities to achieve lesson objectives | 0.519** | |
| 5/7 | Identify ways and methods of evaluation | 0.491** | | |
| 6 | - Analyze educational skills to design educational activities related to motor expression within the lesson help to achieve preset objectives. | 0.493** | | |
| 7 | - Identify key elements of motor skills performance in motor expression and the fragmentation to their respective components to easily learn and employ them to develop the motor expression skills. | 0.548** | | |
| 8 | Employing basis from other vital sciences (anatomy, physiology, body parts functions, movement science) and education technology to develop motor expression skills | 0.507** | | |
| 9 | - Depending on access to information and modern concepts, which are linked to motor expression through to modern scientific sources and references. | 0.573** | | |
| 10 | - Ability to integrate and analyze relations between motor and rhythmic components and other subjects e.g. rhythmic gymnastic and rhythmic movement. | 0.630** | | |
| 11 | - Identify the psychological and social principles related to physical activities (such as leadership, motivation, individual differences, encouraging.....). | 0.464* | | |

* Significant at 0.05

** Significant at 0.01

Table 4: Internal consistency and Alpha Cronbach factor for performance competency(N = 26)

| Competency | Stat. No. | Statement Content | Int. Consistency Factor | Alpha Cronbach Factor |
|------------------------|-----------|--|-------------------------|-----------------------|
| Performance Competency | 1 | Preparing effective learning environment fulfilling safety and security for student while performing motor expression lesson | 0.533** | 0.8141 |
| | 2 | Performing warming which improve of body vital organs functions | 0.604** | |
| | 3 | Performing innovated exercises for special physical preparation related top motor expression with its repetition determined | 0.547** | |
| | 4 | - Emphasis on the basic and derivative positions of selected exercises. | 0.661** | |
| | 5 | Performing correctly applied models for motor expression skills | 0.613** | |
| | 6 | Coordination in student performance between motor and rhythmic components of motor expression skills. | 0.482** | |
| | 7 | Using progressive educational steps for teaching motor expression various skills. | 0.504** | |
| | 8 | Using various teaching methods and styles that give rise to educated students thinking. | 0.607** | |
| | 9 | Striving to enhance the performance of students. | 0.535** | |
| | 10 | Attention to fix physical and skill errors as they happen through feedback | 0.498** | |
| | 11 | Draw students attention using verbal and non-verbal language | 0.653** | |
| | 12 | Taking into account not to mention more than one learning point of at the same time. | 0.547** | |
| | 13 | Move during the lesson as required by the educational situation. | 0.480** | |
| | 14 | Use of various formations during the execution of motor expression lesson. | 0.445** | |
| | 15 | Using educational and technological media which help to fulfill motor expression objects | 0.571** | |
| | 16 | - Ability to organize portion of sports show or concert (a dance). | 0.612** | |
| | 17 | - Ability to design and organize ending activities for motor expression lesson (cool down and flexibility exercises). | 0.465* | |
| | 18 | - Using variety and suitable evaluation methods to achieve aspects of learning in every part of motor expression lesson. | 0.529** | |
| | 19 | - Provide opportunities for students participation in discipline maintenance and groups leadership in order to achieve the desired objectives. | 0.555** | |
| | 20 | - Familiarize educated students on health care, food and personal hygiene. | 0.611** | |
| | 21 | - Keen to instill social values and principles to educated students (such as leadership - cooperation - Assist colleagues) | 0.534** | |

* Significant at 0.05

** Significant at 0.01

Table 5: Internal consistency and Alpha Cronbach factor for emotional and productivity competency (N = 26)

| Competency | Stat. No. | Statement Content | Int. Consistency Factor | Alpha Cronbach Factor |
|-------------------------|-----------|---|-------------------------|-----------------------|
| Emotional Competency | 1 | Take into account student individual differences while presenting motor expression lesson | 0.535** | 0.7748 |
| | 2 | - Development of positive attitudes towards the practice of motor expression. | 0.493** | |
| | 3 | - Get used to accept the views of colleagues on her performance during teaching. | 0.601** | |
| | 4 | Student teacher is keen to be in an athlete appearance. | 0.521** | |
| | 5 | Provide opportunities for student/ teacher positive participation students in the educational process. | 0.551** | |
| | 6 | Respect the personality of delayed athletes | 0.618** | |
| | 7 | Integrate delayed students with regular colleague in some educational situations to increase the motivation towards learning. | 0.632** | |
| Productivity Competency | 1 | - Ability to use the internet for collection of information about motor expression skills and general and special physical preparation. | 0.482** | 0.7564 |
| | 2 | Able to innovate technological and educational aids and use them in self-learning of some motor expression skills | 0.503** | |
| | 3 | Discover the superior students in sports and develop special activities to ensure their superiority. | 0.490** | |
| | 4 | Integration of talented athletes with their colleagues to raise the motivation towards learning. | 0.482** | |

* Significant at 0.05

** Significant at 0.01

Appendix 9:

Table 6: differenced between first and second application by video filming (N = 26)

| Statistical factors | 1 st application | | 2 nd application | | Difference between average | | | |
|-------------------------|-----------------------------|------|-----------------------------|------|----------------------------|------|-------|------------------------|
| | Mean | SD | Mean | SD | Mean | SD | Ttest | Alpha Chronbach factor |
| Competency | | | | | | | | |
| Cognitive Competency | 30.80 | 2.09 | 30.55 | 2.11 | 0.25 | 0.72 | 1.56 | 0.89 |
| Performance Competency | 30.05 | 4.06 | 30.50 | 3.58 | 0.45 | 1.15 | 1.76 | 0.92 |
| Emotional Competency | 11.40 | 1.73 | 11.70 | 1.63 | 0.30 | 0.73 | 1.83 | 0.88 |
| Productivity Competency | 2.90 | 1.71 | 3.05 | 1.47 | 0.15 | 0.37 | 1.83 | 0.94 |
| Competency Total | 75.15 | 8.32 | 75.80 | 7.19 | 0.65 | 2.13 | 1.36 | 0.90 |

* Significant at 0.05 = 2.06

Appendix 10:

Table 7: Differenced between first and second experts for pilot group application (N = 26)

| Statistical factors | 1 st expert | | 2 nd expert | | Difference between average | | | |
|-------------------------|------------------------|------|------------------------|------|----------------------------|------|-------|---------------------|
| | Mean | SD | Mean | SD | Mean | SD | Ttest | Subjectivity factor |
| Competency | | | | | | | | |
| Cognitive Competency | 30.55 | 2.11 | 30.85 | 1.84 | 0.3 | 0.80 | 1.67 | 0.93 |
| Performance Competency | 30.50 | 3.58 | 30.30 | 3.69 | 0.2 | 0.52 | 1.71 | 0.92 |
| Emotional Competency | 11.70 | 1.63 | 11.50 | 1.50 | 0.2 | 0.52 | 1.71 | 0.88 |
| Productivity Competency | 3.05 | 1.47 | 2.85 | 1.69 | 0.2 | 0.41 | 1.18 | 0.94 |
| Competency Total | 75.80 | 7.19 | 75.50 | 7.32 | 0.3 | 1.22 | 1.10 | 0.89 |

Appendix 11:

Table 8: Frequencies and percentage of experts' opinions about academic standards classification for graduates of motor expression teaching methods syllabus according to teaching competency fields

| | Competency' fields | | | | | | | |
|---|--------------------|-------------|-------------|-------------|-----------|-------------|--------------|-------------|
| | Cognitive | | Performance | | Emotional | | Productivity | |
| | Suiting | Not Suiting | Suiting | Not Suiting | Suiting | Not Suiting | Suiting | Not Suiting |
| Academic standards for graduates of physical education teaching methods program | | | | | | | | |
| Student teacher should be able to: I – acquiring following knowledge and concepts | | | | | | | | |
| 1- Physical education curricula design foundations in a way enabling her to identify goals and design educational activities | 11 | 84.62 | 1 | 7.69 | 0 | 0.00 | 1 | 7.69 |
| 2- Principles and policies necessary for effective educational procedure | 10 | 76.92 | 2 | 15.38 | 1 | 7.69 | 0 | 0.00 |
| 3- Teaching methods principles and different sports rules and laws | 10 | 76.92 | 1 | 7.69 | 0 | 0.00 | 1 | 7.69 |
| 4- Fitness components (medical – movement - physical) for different educational stages | 10 | 76.92 | 1 | 7.69 | 1 | 7.69 | 0 | 0.00 |
| 5- Evaluation different methods as an input to improve education and promote physical, cognitive, social and emotional development of in different age stages | 12 | 92.31 | 0 | 0 | 1 | 7.69 | 0 | 0 |
| 6- Basis of management and organization of school sports competitions and festivals | 11 | 84.62 | 0 | 0 | 1 | 7.69 | 1 | 7.69 |
| II- As for scientific and profession skills student/teacher should be able to | | | | | | | | |
| - Performance of applied models to sports presented. | 0 | 0.00 | 11 | 84.62 | 1 | 7.69 | 1 | 7.69 |
| - Design educational activities, which is fulfill students involvement in the implementation and evaluation | 1 | 7.69 | 10 | 76.92 | 1 | 7.69 | 1 | 7.69 |
| - Planning and implementation of appropriate teaching skills according to individual differences between students | 9 | 69.23 | 1 | 7.69 | 1 | 7.69 | 2 | 15.38 |
| - Apply evaluation methods | 10 | 76.92 | 1 | 7.69 | 1 | 7.69 | 1 | 7.69 |
| - Participate with the school administration in planning | 1 | 7.69 | 10 | 76.92 | 1 | 7.69 | 1 | 7.69 |
| - leading learning environment to improve and develop educational process | 0 | 0.00 | 1 | 7.69 | 11 | 84.62 | 1 | 7.69 |
| - Effective use of available services and resources to develop diverse educational needs | 0 | 0.00 | 0 | 0.00 | 1 | 7.69 | 12 | 92.31 |
| - Discover the superior students in sports and develop special activities to ensure their superiority. | 1 | 7.69 | 1 | 7.69 | 1 | 7.69 | 10 | 76.92 |
| - Discover Sports delayed cases and Physical Disability | 0 | 0.00 | 1 | 7.69 | 1 | 7.69 | 11 | 84.62 |

| | | | | | | | | |
|---|----|-------|---|------|---|------|----|-------|
| III- As for mental skills student/teacher should be able to | | | | | | | | |
| - Correlation and integration between sports activities branches and other sciences | 11 | 84.62 | 1 | 7.69 | 0 | 0.00 | 1 | 7.69 |
| - Planning to provide education opportunities and appropriate practice based on student; educational environment and tasks | 10 | 76.92 | 1 | 7.69 | 1 | 7.69 | 1 | 7.6 |
| - Discover individual differences in knowledge receiving and develop the appropriate instructions and guidance to correspond to these differences | 1 | 7.69 | 1 | 7.69 | 0 | 0.00 | 11 | 84.62 |
| - Analyze skills performance of individual and team sports. | 12 | 92.31 | 1 | 7.69 | 0 | 0.00 | 0 | 0.00 |
| - Analyze the results of evaluating lessons objectives to increase effectiveness of the educational process Cognitive And Productivity competency | 11 | 84.62 | 1 | 7.69 | 0 | 0.00 | 1 | 7.69 |

Table 8 continued: Frequency and percentage of expert opinion about application of academic standards for graduates of physical education teaching methods program according to teaching competency fields n =13

| Standards | Competency Fields | | | | | | | |
|---|-------------------|-------|-------------|-------|-----------|-------|------------|-------|
| | Cognitive | | Performance | | Emotional | | Productive | |
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| Student teacher should be able to: I – acquiring following knowledge and concepts | | | | | | | | |
| 1 | 11 | 84.62 | 1 | 7.69 | 0 | 0.00 | 1 | 7.69 |
| 2 | 10 | 76.92 | 2 | 15.38 | 1 | 7.69 | 0 | 0.00 |
| 3 | 10 | 76.92 | 1 | 7.69 | 0 | 0.00 | 1 | 7.69 |
| 4 | 10 | 76.92 | 1 | 7.69 | 0 | 0.00 | 0 | 0.00 |
| 5 | 12 | 92.31 | 0 | 0.00 | 1 | 7.69 | 0 | 0.00 |
| 6 | 11 | 84.62 | 0 | 0.00 | 1 | 7.69 | 1 | 7.69 |
| II - As for scientific and profession skills student/teacher should be able to | | | | | | | | |
| 1 | 0 | 0.00 | 11 | 84.62 | 1 | 7.69 | 1 | 7.69 |
| 2 | 1 | 7.69 | 10 | 76.92 | 1 | 7.69 | 1 | 7.69 |
| 3 | 9 | 69.23 | 1 | 7.69 | 1 | 7.69 | 2 | 15.38 |
| 4 | 10 | 76.92 | 1 | 7.69 | 1 | 7.69 | 1 | 7.69 |
| 5 | 1 | 7.69 | 10 | 76.92 | 1 | 7.69 | 1 | 7.69 |
| 6 | 0 | 0.00 | 1 | 7.69 | 11 | 84.62 | 1 | 7.69 |
| 7 | 0 | 0.00 | 0 | 0.00 | 1 | 7.69 | 12 | 92.31 |
| 8 | 1 | 7.69 | 1 | 7.69 | 1 | 7.69 | 10 | 76.92 |
| 9 | 0 | 0.00 | 1 | 7.69 | 1 | 7.69 | 11 | 84.62 |
| III - As for mental skills student/teacher should be able to | | | | | | | | |
| 1 | 11 | 84.62 | 1 | 7.69 | 0 | 0.00 | 1 | 7.69 |
| 2 | 10 | 76.92 | 1 | 7.69 | 1 | 7.69 | 1 | 7.69 |
| 3 | 1 | 7.69 | 1 | 7.69 | 0 | 0.00 | 11 | 84.62 |
| 4 | 12 | 92.31 | 1 | 7.69 | 0 | 0.00 | 0 | 0.00 |

Chi² significant 0.05= 5.99

Appendix 12:

Table 9: Frequencies and percentage of experts opinions about academic standards classification for graduates of motor expression teaching methods syllabus according to academic standards

I- Student Teacher should be acquired cognitive competency related to motor expression teaching methods through following standards

| Cognitive standards and competency fulfill it | Competency' fields | | | | | | | |
|--|--------------------|------|-------------|---|-----------|---|--------------|---|
| | Cognitive | | Performance | | Emotional | | Productivity | |
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| 1- Physical education curricula design foundations in a way enabling her to identify goals and design educational activities | | | | | | | | |
| This standard could be achieved through the following cognitive competency | | | | | | | | |
| - Setting general objectives of motor expression lesson. | 13 | 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| - Setting behavioral objectives of motor expression lesson. | 13 | 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| - Setting objectives can be achieved during the time allocated for motor expression lesson. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - Setting objectives commensurate with characteristics and capabilities of motor expression students. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 9: Continued

| | | | | | | | | |
|--|----|-------|----|-------|---|---|---|---|
| - Distinguish between objectives areas and levels (cognitive - psychomotor - emotional) | 13 | 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| - Writing educational objectives in behavioral and procedural way which could be measured and observed. | 13 | 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| - Arranging objectives in a logical sequence. | 13 | 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| - Use of terms and present them in a good way. | 3 | 23.08 | 10 | 76.92 | 0 | 0 | 0 | 0 |
| - Implementation of educational activities in motor expression lesson to saturate learners needs and encourage them to speed learning. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| - Design educational activities related to motor expression within the lesson. | 12 | 92.31 | 1 | 7.69 | 0 | 0 | 0 | 0 |
| - Use of modern scientific sources and references for development of objectives and educational activities in motor expression lesson | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2 - Principles and policies necessary for effective educational procedure

| | Competency' fields | | | | | | | |
|---|--------------------|-------|-------------|-------|-----------|------|--------------|---|
| | Cognitive | | Performance | | Emotional | | Productivity | |
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| Cognitive standards and competency fulfill it | | | | | | | | |
| This standard could be achieved through a the following cognitive competency | 13 | 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| - Good planning of motor expression lesson by: | | | | | | | | |
| * Determine the parts of the lesson and the chronological division of each part. | | | | | | | | |
| * Determine formations | | | | | | | | |
| * Determine educational aids and tools and alternative. | | | | | | | | |
| * Identify ways and methods of teaching. | | | | | | | | |
| * Determine educational media and technology. | | | | | | | | |
| * Identification activities to achieve educational objectives of the lesson. | | | | | | | | |
| * Identify ways and methods of evaluation. | | | | | | | | |
| * Determine scientific literature that was referenced | | | | | | | | |
| * Preparing effective learning environment fulfilling safety and security for student while performing motor expression lesson | | | | | | | | |
| * Managing learning time efficiently | | | | | | | | |
| 3- Teaching methods principles and different sports rules and laws | | | | | | | | |
| This standard could be achieved through the following cognitive competency | | | | | | | | |
| -Identify variety teaching methods of suitable students characteristics educated and motor expression lesson objectives. | 13 | 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| -Identify teaching methods and styles that give rise to educated students thinking. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| -Progressive educational steps for teaching motor expression various skills. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| - Identify the components of skills performance of motor expression and employ them to develop the movement learning. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -Proficiency in the use of model in teaching skills performance components in motor expression. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| -Striving to enhance the performance of students. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| -Attention to fix physical and skill errors as they happen | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| - Ability to provide clear guidance and feedback in a timely manner in motor expression lesson. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| -Draw students attention using verbal and non-verbal language | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| -Taking into account not to mention more than one learning point of at the same time. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| -Move during the lesson as required by the educational situation. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| -Use of various formations during the execution of motor expression lesson. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| 4- Fitness components (medical – movement - physical) for different educational stages | | | | | | | | |
| This standard could be achieved through the following cognitive competency related to supply students with healthy habits and giving attention to physical and movement components during motor expression lesson through | | | | | | | | |
| - The practice of educational activities (warm) which improve of body vital organs functions. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| - Familiarize educated students on health care, food and personal hygiene. | 11 | 84.61 | 1 | 7.69 | 1 | 7.69 | 0 | 0 |
| - Ability to select and perform innovative and appropriate exercises for the development of physical fitness of each skill educated in motor expression lesson. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| - Emphasis on the basic and derivative positions of selected exercises. | 2 | 15.39 | 11 | 84.61 | 0 | 0 | 0 | 0 |
| - Identify repetitions for each exercise in line with its aim | 3 | 23.08 | 10 | 76.92 | 0 | 0 | 0 | 0 |

| | | | | | | | | |
|---|----|-------|----|-------|----|-------|---|-------|
| 5- Evaluation different methods as an input to improve education and promote physical, cognitive, social and emotional development of in different age stages, This standard could be achieved through the following cognitive competency | | | | | | | | |
| - Prepare variety and suitable evaluation methods to achieve aspects of learning in every part of motor expression lesson. | 2 | 15.39 | 11 | 84.61 | 0 | 0 | 0 | 0 |
| - Get used to accept the views of colleagues on her performance during teaching. | 0 | 0 | 0 | 0 | 13 | 100% | 0 | 0 |
| - Depending on access to information and modern concepts, which are linked to motor expression through to modern scientific sources and references. | 13 | 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| - Trying to instill social values and principles to educated students (such as leadership - cooperation - Assist colleagues) | 0 | 0 | 11 | 84.61 | 2 | 15.39 | 0 | 0 |
| - Development of positive attitudes towards the practice of motor expression. | 0 | 0 | 0 | 0 | 13 | 100% | 0 | 0 |
| - Identify the psychological and social principles related to motor expression (such as leadership, motivation, individual differences, encouraging,.....). | 10 | 76.92 | 0 | 0 | 3 | 23.08 | 0 | 0 |
| 6 - Basis of management and organization of school sports competitions and festivals This standard could be achieved through the following cognitive competency | | | | | | | | |
| - Ability to organize competitions in individual and team sports. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| - Ability to design and organize ending activities for motor expression lesson (cool down and flexibility exercises). | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| - Ability to organize portion of sports show or concert (a dance). | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| 7 - Correlation and integration between sports activities branches and other sciences, This standard could be achieved through the following cognitive competency | | | | | | | | |
| - Ability to employ scientific contents for some subjects such as education technology to teach motor expression skills. | 11 | 84.61 | 2 | 15.39 | 0 | 0 | 0 | 0 |
| - Ability to understand the interrelationships between motor expression and other sports activities such as rhythmic gymnastics and motor rhythmic | 13 | 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| 8- Planning to provide education opportunities and appropriate practice based on student; educational environment and tasks | | | | | | | | |
| This standard could be achieved through the following cognitive competency | | | | | | | | |
| - The use of databases within the college to serve the educational process. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 |
| - Provide opportunities for students participation in discipline maintenance and groups leadership in order to achieve the desired objectives. | 0 | 0 | 10 | 76.92 | 0 | 0 | 3 | 23.08 |
| - Provide opportunities for student/ teacher positive participation students in the educational process. | 0 | 0 | 0 | 0 | 11 | 84.61 | 3 | 23.00 |
| 9- Analyze skills performance of individual and team sports. | | | | | | | | |
| This standard could be achieved through the following cognitive competency | | | | | | | | |
| - Analysis educational skills in motor expression to tasks and activities commensurate with learners abilities. | 13 | 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| - Identify key elements of motor skills performance in motor expression and the fragmentation to their respective components to easily learn and employ them to develop the motor expression skills. | 13 | 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| - Analysis of learning skills for motor expression and divide to parts to facilitate learning | 13 | 100% | 0 | 0 | 0 | 0 | 0 | 0 |
| - Coordination in student performance between motor and rhythmic components of motor expression skills. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |

II- Student Teacher should be acquired performance competency related to motor expression teaching methods through following scientific and professional standards

| Performance standards and competency fulfill it | Competency' fields | | | | | | | |
|--|--------------------|---|-------------|------|-----------|---|--------------|------|
| | Cognitive | | Performance | | Emotional | | Productivity | |
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| 1 - Performance of applied models to sports presented. | | | | | | | | |
| This standard could be achieved through the following performance competency | | | | | | | | |
| - Being able to perform various motor skills in motor expression so learners can focus on the proper performance of the skill learned. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| - Can fragment each motor expression skill to components easy to learn. | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 |
| 2 - Design educational activities, which is fulfill students involvement in the implementation and evaluation | | | | | | | | |
| This standard could be achieved through the following performance competency | | | | | | | | |
| - Provide opportunities for students participation in evaluating each other in each and every part of motor expression lesson. | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 100% |
| - Participate with faculty administration in planning according to faculty mission | | | | | | | | |
| This standard could be achieved through the following performance competency | | | | | | | | |
| - Student teacher commitment to take faculty approval to borrow some of educational aids. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - Student teacher commitment with lecture time. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| - Develop educational activities for motor expression lessons help to fulfill faculty mission and objectives | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| III- Student Teacher should be acquired emotional competency related to motor expression teaching methods through following mental standards | | | | | | | | | |
|--|----|-------|----|-------|----|-------|----|-------|--|
| Competency' fields | | | | | | | | | |
| ----- | | | | | | | | | |
| Cognitive Performance Emotional Productivity | | | | | | | | | |
| ----- | | | | | | | | | |
| Freq. % Freq. % Freq. % Freq. % | | | | | | | | | |
| ----- | | | | | | | | | |
| Emotional standards and competency fulfill it | | | | | | | | | |
| 1- Leading learning environment to improve and develop educational process. | | | | | | | | | |
| This standard could be achieved through the following emotional competency | | | | | | | | | |
| - Ability to plan experiences that achieve the maximum possible student participation to learn motor expression skills. | | | | | | | | | |
| | 3 | 23.08 | 0 | 0 | 0 | 0 | 10 | 76.92 | |
| - Good management and arrange of the learning environment in order to achieve the objectives set. | | | | | | | | | |
| | 0 | 0.0 | 13 | 100% | 0 | 0 | 0 | 0.0 | |
| - Student teacher is keen to be in an athlete appearance. | | | | | | | | | |
| | 0 | 0.0 | 0 | 0 | 13 | 100% | 0 | 0.0 | |
| ----- | | | | | | | | | |
| IV- Student Teacher should be acquired productivity competency related to motor expression teaching methods through following general standards | | | | | | | | | |
| Competency' fields | | | | | | | | | |
| ----- | | | | | | | | | |
| Cognitive Performance Emotional Productivity | | | | | | | | | |
| ----- | | | | | | | | | |
| Freq. % Freq. % Freq. % Freq. % | | | | | | | | | |
| ----- | | | | | | | | | |
| Productivity standards and competency fulfill it | | | | | | | | | |
| 1- Effective use of available services and resources to develop diverse educational needs. | | | | | | | | | |
| This standard could be achieved through the following productivity competency | | | | | | | | | |
| - Ability to select and use educational media appropriate to motor expression lessons and facilities available. | | | | | | | | | |
| | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 | |
| - Ability to use the internet for collection of physical and motor fitness exercises for each motor expression skill. | | | | | | | | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 100% | |
| - Ability to innovate educational and technology media and use in teaching motor expression skills. | | | | | | | | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 100% | |
| ----- | | | | | | | | | |
| 2- Discover the superior students in sports and develop special activities to ensure their superiority. | | | | | | | | | |
| This standard could be achieved through the following productivity competency | | | | | | | | | |
| - Be able to discover students excelling in motor expression and encourage them to develop their abilities. | | | | | | | | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 100% | |
| - Develop additional duties working to develop outstanding athletes. | | | | | | | | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 100% | |
| - To ensure the integration of talented athletes with their colleagues to raise the motivation towards learning. | | | | | | | | | |
| | 0 | 0 | 0 | 0 | 10 | 76.92 | 3 | 23.08 | |
| ----- | | | | | | | | | |
| 3- Discover Sports delayed cases and Physical Disability | | | | | | | | | |
| This standard could be achieved through the following productivity competency | | | | | | | | | |
| - Understand the principle of individual differences between students and developing activities commensurate with their level. | | | | | | | | | |
| | 2 | 15.39 | 0 | 0 | 11 | 84.61 | 0 | 0 | |
| - Respect the personality of delayed athletes | | | | | | | | | |
| | 0 | 0 | 0 | 0 | 13 | 100% | 0 | 0 | |
| - Integrate delayed students with regular colleague in some educational situations to increase the motivation towards learning. | | | | | | | | | |
| | 0 | 0 | 0 | 0 | 10 | 76.92 | 3 | 23.08 | |
| ----- | | | | | | | | | |
| 4 -Analyze the results of evaluating lessons objectives to increase effectiveness of the educational process | | | | | | | | | |
| This standard could be achieved through the following productivity competency | | | | | | | | | |
| - Keeping a record of monitoring students performance of educated during the execution of motor speech lesson. | | | | | | | | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| ----- | | | | | | | | | |
| 5- Discover individual differences in knowledge receiving and develop the appropriate instructions and guidance to correspond to these differences | | | | | | | | | |
| This standard could be achieved through the following productivity competency | | | | | | | | | |
| - Use Variety of teaching methods helping her to take into account students individual differences during their acquisition of knowledge and practicing motor expression skills. | | | | | | | | | |
| | 0 | 0 | 13 | 100% | 0 | 0 | 0 | 0 | |
| - Setting instructions and guidance meet students individual differences and help them to quickly learn various motor expression skills | | | | | | | | | |
| | 10 | 76.92 | 3 | 23.08 | 0 | 0 | 0 | 0 | |
| ----- | | | | | | | | | |

Appendix 13:

Table 10: Frequency, percentages and statistical significant of fourth grade students achievement extent of cognitive competency of motor expression teaching methods syllabus (n = 59)

| No. | Statement | Achievement extent | | | | | | | | Mean | Achievement % |
|-----|--|--------------------|--------|-----------------|-------|--------------|-------|------------------|------|--------|---------------|
| | | Achieved | | Fairly achieved | | Not achieved | | Chi ² | | | |
| | | Freq. | % | Freq. | % | Freq. | % | | | | |
| 1 | Setting general and special objectives of motor expression lesson. | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 | |
| 2 | Writing educational objectives in behavioral and procedural way which could be measured and observed. | 57 | 96.61 | 2 | 3.39 | 0 | 0.00 | 51.27* | 1.97 | 98.31 | |
| 3 | Arranging objectives in a logical sequence. | 32 | 54.24 | 7 | 11.86 | 20 | 33.90 | 15.9* | 1.20 | 60.17 | |
| 4 | Distinguish between objectives areas and levels (cognitive - psychomotor - emotional) | 59 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 | 2 | 100.00 | |
| 5 | - Good planning of motor expression lesson by: | | | | | | | | | | |
| 5/1 | Determine the parts of the lesson and the chronological division of each part. | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 | |
| 5/2 | Determine formations | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 | |
| 5/3 | Determine educational aids and tools and alternative | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 | |
| 5/4 | Identify ways and methods of teaching | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 | |
| 5/5 | Determine educational media and technology | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 | |
| 5/6 | Determine educational activities to achieve lesson objectives | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 | |
| 5/7 | Identify ways and methods of evaluation | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 | |
| 6 | - Analyze educational skills to design educational activities related to motor expression within the lesson help to achieve preset objectives. | 42 | 71.19 | 12 | 20.34 | 5 | 8.47 | 39.29* | 1.63 | 81.36 | |
| 7 | - Identify key elements of motor skills performance in motor expression and the fragmentation to their respective components to easily learn and employ them to develop the motor expression skills. | 5 | 8.47 | 38 | 64.41 | 16 | 27.12 | 28.71* | 0.81 | 40.68 | |
| 8 | Employing basis from other vital sciences (anatomy, physiology, body parts functions, movement science) and education technology to develop motor expression skills | 44 | 74.58 | 11 | 18.64 | 4 | 6.78 | 46.41* | 1.68 | 83.9 | |
| 9 | - Depending on access to information and modern concepts, which are linked to motor expression through to modern scientific sources and references. | 37 | 62.71 | 18 | 30.51 | 4 | 6.78 | 27.9* | 1.56 | 77.97 | |
| 10 | - Ability to integrate and analyze relations between motor and rhythmic components and other subjects e.g. rhythmic gymnastic and rhythmic movement. | 39 | 66.1 | 19 | 32.2 | 1 | 1.69 | 36.75* | 1.64 | 82.2 | |
| 11 | - Identify the psychological and social principles related to physical activities (such as leadership, motivation, individual differences, encouraging,.....). | 44 | 74.58 | 14 | 23.73 | 1 | 1.69 | 49.46* | 1.73 | 86.44 | |

Chi² significant 0.05= 5.99

Table 10 continued: Frequency, percentages and statistical significant of fourth grade students achievement extent of cognitive competency of motor expression teaching methods syllabus n = 59

| No. | Achievement extent | | | | | | Chi ² | Mean | Achievement % |
|-----|--------------------|--------|-----------------|-------|--------------|-------|------------------|------|---------------|
| | Achieved | | Fairly achieved | | Not achieved | | | | |
| | Freq. | % | Freq. | % | Freq. | % | | | |
| 1 | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 |
| 2 | 57 | 96.61 | 2 | 3.39 | 0 | 0.00 | 51.27* | 1.97 | 98.31 |
| 3 | 32 | 54.24 | 7 | 11.86 | 20 | 33.90 | 15.9* | 1.20 | 60.17 |
| 4 | 59 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0.00 | 2.00 | 100.00 |
| 5/1 | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 |
| 5/2 | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 |
| 5/3 | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 |
| 5/4 | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 |
| 5/5 | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 |
| 5/6 | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 |
| 5/7 | 58 | 98.31 | 1 | 1.69 | 0 | 0.00 | 55.07* | 1.98 | 99.15 |
| 6 | 42 | 71.19 | 12 | 20.34 | 5 | 8.47 | 39.29* | 1.63 | 81.36 |
| 7 | 5 | 8.47 | 38 | 64.41 | 16 | 27.12 | 28.71* | 0.81 | 40.68 |
| 8 | 44 | 74.58 | 11 | 18.64 | 4 | 6.78 | 46.41* | 1.68 | 83.90 |
| 9 | 37 | 62.71 | 18 | 30.51 | 4 | 6.78 | 27.9* | 1.56 | 77.97 |
| 10 | 39 | 66.10 | 19 | 32.20 | 1 | 1.69 | 36.75* | 1.64 | 82.20 |
| 11 | 44 | 74.58 | 14 | 23.73 | 1 | 1.69 | 49.46* | 1.73 | 86.44 |

Chi² significant 0.05= 5.99

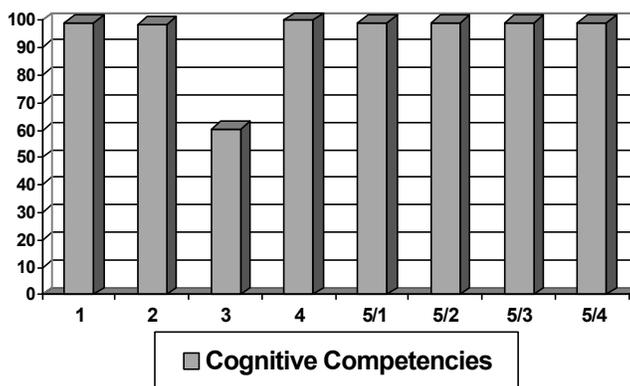


Fig. 1: Fourth grade students' achievement percentage of cognitive competency for motor expression teaching methods syllabus

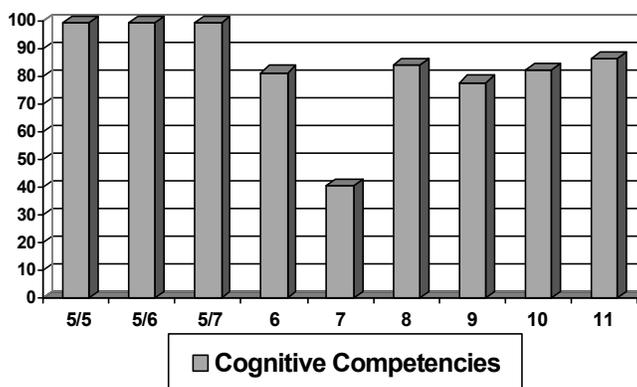


Fig. 1 cont.: Fourth grade students' achievement percentage of cognitive competency for motor expression teaching methods syllabus

Table 11: Frequency, percentages and statistical significant of fourth grade students achievement extent of performance competency of motor expression teaching methods syllabus (n = 59)

| No. | Statement | Achievement extent | | | | | | Chi ² | Mean | Achievement % |
|-----|--|--------------------|-------|-----------------|-------|--------------|-------|------------------|------|---------------|
| | | Achieved | | Fairly achieved | | Not achieved | | | | |
| | | Freq. | % | Freq. | % | Freq. | % | | | |
| 1 | Preparing effective learning environment fulfilling safety and security for student while performing motor expression lesson | 57 | 96.61 | 2 | 3.39 | 0 | 0.00 | 51.27* | 1.97 | 98.31 |
| 2 | Performing warming which improve of body vital organs functions | 41 | 69.49 | 17 | 28.81 | 1 | 1.69 | 41.22* | 1.68 | 83.90 |
| 3 | Performing innovated exercises for special physical preparation related top motor expression with its repetition determined | 7 | 11.86 | 36 | 61.02 | 16 | 27.12 | 22.41* | 0.85 | 42.37 |
| 4 | - Emphasis on the basic and derivative positions of selected exercises. | 5 | 8.47 | 28 | 47.46 | 26 | 44.07 | 16.51* | 0.64 | 32.20 |
| 5 | Performing correctly applied models for motor expression skills | 51 | 86.44 | 8 | 13.56 | 0 | 0.00 | 31.34* | 1.86 | 93.22 |
| 6 | Coordination in student performance between motor and rhythmic components of motor expression skills. | 38 | 64.41 | 17 | 28.81 | 4 | 6.78 | 29.93* | 1.58 | 78.81 |
| 7 | Using progressive educational steps for teaching motor expression various skills. | 45 | 76.27 | 14 | 23.73 | 0 | 0.00 | 16.29* | 1.76 | 88.14 |
| 8 | Using various teaching methods and styles that give rise to educated students thinking. | 16 | 27.12 | 41 | 69.49 | 2 | 3.39 | 39.7* | 1.24 | 61.86 |
| 9 | Striving to enhance the performance of students. | 43 | 72.88 | 11 | 18.64 | 5 | 8.47 | 42.44* | 1.64 | 82.20 |
| 10 | Attention to fix physical and skill errors as they happen through feedback | 41 | 69.49 | 15 | 25.42 | 3 | 5.08 | 38.37* | 1.64 | 82.20 |

Chi² significant 0.05= 5.99

Table 11 continued: Frequency, percentages and statistical significant of fourth grade students achievement extent of performance competency of motor expression teaching methods syllabus (n = 59)

| No. | Statement | Achievement extent | | | | | | Chi ² | Mean | Achievement % |
|-----|--|--------------------|-------|-----------------|-------|--------------|-------|------------------|------|---------------|
| | | Achieved | | Fairly achieved | | Not achieved | | | | |
| | | Freq. | % | Freq. | % | Freq. | % | | | |
| 11 | Draw students attention using verbal and non-verbal language | 50 | 84.75 | 7 | 11.86 | 2 | 3.39 | 70.81* | 1.81 | 90.68 |
| 12 | Taking into account not to mention more than one learning point of at the same time. | 15 | 25.42 | 22 | 37.29 | 22 | 37.29 | 1.66 | 0.88 | 44.07 |
| 13 | Move during the lesson as required by the educational situation. | 36 | 61.02 | 16 | 27.12 | 7 | 11.86 | 22.41* | 1.49 | 74.58 |
| 14 | Use of various formations during the execution of motor expression lesson. | 43 | 72.88 | 12 | 20.34 | 4 | 6.78 | 43.15* | 1.66 | 83.05 |
| 15 | Using educational and technological media which help to fulfill motor expression objects | 14 | 23.73 | 15 | 25.42 | 30 | 50.85 | 8.17* | 0.73 | 36.44 |
| 16 | - Ability to organize portion of sports show or concert (a dance). | 6 | 10.17 | 20 | 33.9 | 33 | 55.93 | 18.54* | 0.54 | 27.12 |
| 17 | - Ability to design and organize ending activities for motor expression lesson (cool down and flexibility exercises). | 43 | 72.88 | 12 | 20.34 | 4 | 6.78 | 43.15* | 1.66 | 83.05 |
| 18 | - Using variety and suitable evaluation methods to achieve aspects of learning in every part of motor expression lesson. | 5 | 8.47 | 41 | 69.49 | 13 | 22.03 | 36.34* | 0.86 | 43.22 |
| 19 | - Provide opportunities for students participation in discipline maintenance and groups leadership in order to achieve the desired objectives. | 7 | 11.86 | 17 | 28.81 | 35 | 59.32 | 20.48* | 0.53 | 26.27 |
| 20 | - Familiarize educated students on health care, food and personal hygiene. | 6 | 10.17 | 6 | 10.17 | 47 | 79.66 | 56.98* | 0.31 | 15.25 |
| 21 | - Keen to instill social values and principles to educated students (such as leadership - cooperation - Assist colleagues) | 16 | 27.12 | 33 | 55.93 | 10 | 16.95 | 14.48* | 1.1 | 55.08 |

Chi² significant 0.05= 5.99

Table 11 continued: Frequency, percentages and statistical significant of fourth grade students achievement extent of performance competency of motor expression teaching methods syllabus n = 59

| No. | Achievement extent | | | | | | Chi ² | Mean | Achievement % |
|-----|--------------------|-------|-----------------|-------|--------------|-------|------------------|------|---------------|
| | Achieved | | Fairly achieved | | Not achieved | | | | |
| | Freq. | % | Freq. | % | Freq. | % | | | |
| 1 | 57 | 96.61 | 2 | 3.39 | 0 | 0.00 | 51.27* | 1.97 | 98.31 |
| 2 | 41 | 69.49 | 17 | 28.81 | 1 | 1.69 | 41.22* | 1.68 | 83.90 |
| 3 | 7 | 11.86 | 36 | 61.02 | 16 | 27.12 | 22.41* | 0.85 | 42.37 |
| 4 | 5 | 8.47 | 28 | 47.46 | 26 | 44.07 | 16.51* | 0.64 | 32.20 |
| 5 | 51 | 86.44 | 8 | 13.56 | 0 | 0.00 | 31.34* | 1.86 | 93.22 |
| 6 | 38 | 64.41 | 17 | 28.81 | 4 | 6.78 | 29.93* | 1.58 | 78.81 |
| 7 | 45 | 76.27 | 14 | 23.73 | 0 | 0.00 | 16.29* | 1.76 | 88.14 |
| 8 | 16 | 27.12 | 41 | 69.49 | 2 | 3.39 | 39.7* | 1.24 | 61.86 |
| 9 | 43 | 72.88 | 11 | 18.64 | 5 | 8.47 | 42.44* | 1.64 | 82.20 |
| 10 | 41 | 69.49 | 15 | 25.42 | 3 | 5.08 | 38.37* | 1.64 | 82.20 |
| 11 | 50 | 84.75 | 7 | 11.86 | 2 | 3.39 | 70.81* | 1.81 | 90.68 |
| 12 | 15 | 25.42 | 22 | 37.29 | 22 | 37.29 | 1.66 | 0.88 | 44.07 |
| 13 | 36 | 61.02 | 16 | 27.12 | 7 | 11.86 | 22.41* | 1.49 | 74.58 |
| 14 | 43 | 72.88 | 12 | 20.34 | 4 | 6.78 | 43.15* | 1.66 | 83.05 |
| 15 | 14 | 23.73 | 15 | 25.42 | 30 | 50.85 | 8.17* | 0.73 | 36.44 |
| 16 | 6 | 10.17 | 20 | 33.90 | 33 | 55.93 | 18.54* | 0.54 | 27.12 |
| 17 | 43 | 72.88 | 12 | 20.34 | 4 | 6.78 | 43.15* | 1.66 | 83.05 |
| 18 | 5 | 8.47 | 41 | 69.49 | 13 | 22.03 | 36.34* | 0.86 | 43.22 |
| 19 | 7 | 11.86 | 17 | 28.81 | 35 | 59.32 | 20.48* | 0.53 | 26.27 |
| 20 | 6 | 10.17 | 6 | 10.17 | 47 | 79.66 | 56.98* | 0.31 | 15.25 |
| 21 | 16 | 27.12 | 33 | 55.93 | 10 | 16.95 | 14.48* | 1.10 | 55.08 |

Chi² significant 0.05= 5.99

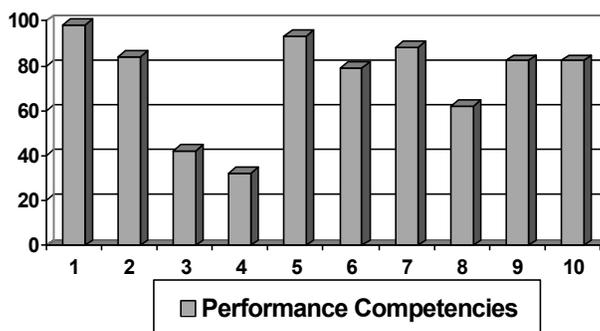


Fig. 2: Fourth grade students' achievement percentage of performance competency for motor expression teaching methods syllabus

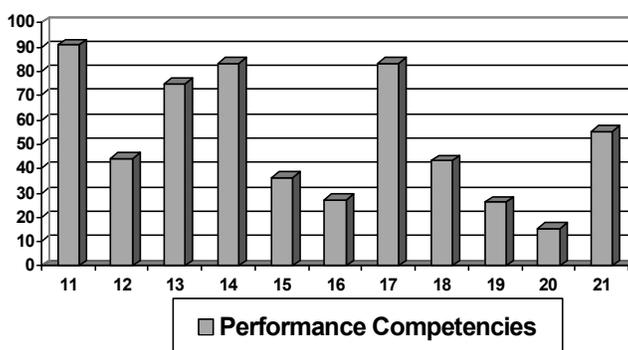


Fig. 2 cont.: Fourth grade students achievement percentage of performance competency for motor expression teaching methods syllabus

Table 12: Frequency, percentages and statistical significant of fourth grade students achievement extent of emotional competency of motor expression teaching methods syllabus (n = 59)

| No. | Statement | Achievement extent | | | | | | Chi ² | Mean | Achievement % |
|-----|---|--------------------|-------|-----------------|-------|--------------|-------|------------------|------|---------------|
| | | Achieved | | Fairly achieved | | Not achieved | | | | |
| | | Freq. | % | Freq. | % | Freq. | % | | | |
| 1 | Take into account student individual differences while presenting motor expression lesson | 15 | 25.42 | 38 | 64.41 | 6 | 10.17 | 27.7* | 1.15 | 57.63 |
| 2 | - Development of positive attitudes towards the practice of motor expression. | 18 | 30.51 | 28 | 47.46 | 13 | 22.03 | 5.93 | 1.08 | 54.24 |
| 3 | - Get used to accept the views of colleagues on her performance during teaching. | 40 | 67.8 | 13 | 22.03 | 6 | 10.17 | 32.78* | 1.58 | 78.81 |
| 4 | Student teacher is keen to be in an athlete appearance. | 52 | 88.14 | 5 | 8.47 | 2 | 3.39 | 79.97* | 1.85 | 92.37 |
| 5 | Provide opportunities for student/ teacher positive participation students in the educational process. | 43 | 72.88 | 15 | 25.42 | 1 | 1.69 | 46.51* | 1.71 | 85.59 |
| 6 | Respect the personality of delayed athletes | 55 | 93.22 | 2 | 3.39 | 2 | 3.39 | 95.22* | 1.90 | 94.92 |
| 7 | Integrate delayed students with regular colleague in some educational situations to increase the motivation towards learning. | 16 | 27.12 | 20 | 33.90 | 23 | 38.98 | 1.25 | 0.88 | 44.07 |

Chi² significant 0.05= 5.99

Table 12 continued: Frequency, percentages and statistical significant of fourth grade students achievement extent of emotional competency of motor expression teaching methods syllabus n = 59

| Achievement extent | | | | | | | | | |
|--------------------|----------|-------|-----------------|-------|--------------|-------|------------------|------|---------------|
| No. | Achieved | | Fairly achieved | | Not achieved | | Chi ² | Mean | Achievement % |
| | Freq. | % | Freq. | % | Freq. | % | | | |
| 1 | 15 | 25.42 | 38 | 64.41 | 6 | 10.17 | 27.7* | 1.15 | 57.63 |
| 2 | 18 | 30.51 | 28 | 47.46 | 13 | 22.03 | 5.93 | 1.08 | 54.24 |
| 3 | 40 | 67.80 | 13 | 22.03 | 6 | 10.17 | 32.78* | 1.58 | 78.81 |
| 4 | 52 | 88.14 | 5 | 8.47 | 2 | 3.39 | 79.97* | 1.85 | 92.37 |
| 5 | 43 | 72.88 | 15 | 25.42 | 1 | 1.69 | 46.51* | 1.71 | 85.59 |
| 6 | 55 | 93.22 | 2 | 3.39 | 2 | 3.39 | 95.22* | 1.9 | 94.92 |
| 7 | 16 | 27.12 | 20 | 33.90 | 23 | 38.98 | 1.25 | 0.88 | 44.07 |

Chi² significant 0.05= 5.99

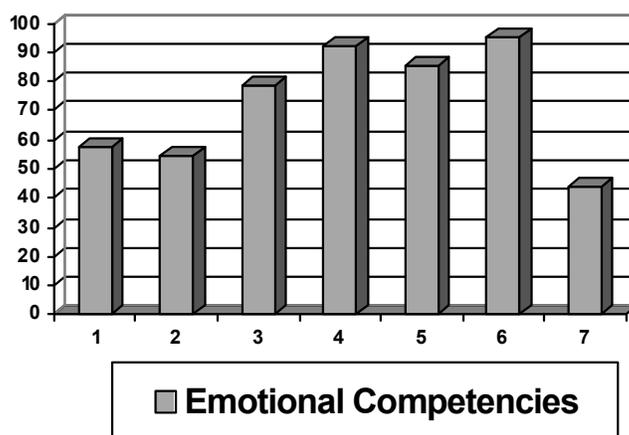


Fig. 3: Fourth grade students' achievement percentage of emotional competency for motor expression teaching methods syllabus

Table 13: Frequency, percentages and statistical significant of fourth grade students achievement extent of productivity competency of motor expression teaching methods syllabus (n = 59)

| Achievement extent | | | | | | | | | | |
|--------------------|---|----------|-------|-----------------|-------|--------------|-------|------------------|------|---------------|
| No. | Statement | Achieved | | Fairly achieved | | Not achieved | | Chi ² | Mean | Achievement % |
| | | Freq. | % | Freq. | % | Freq. | % | | | |
| 1 | - Ability to use the internet for collection of information about motor expression skills and general and special physical preparation. | 11 | 18.64 | 8 | 13.56 | 40 | 67.8 | 31.76* | 0.51 | 25.42 |
| 2 | Able to innovate technological and educational aids and use them in self-learning of some motor expression skills | 1 | 1.69 | 1 | 1.69 | 57 | 96.61 | 106.31* | 0.05 | 2.54 |
| 3 | Discover the superior students in sports and develop special activities to ensure their superiority. | 1 | 1.69 | 23 | 38.98 | 35 | 59.32 | 30.24* | 0.42 | 21.19 |
| 4 | Integration of talented athletes with their colleagues to raise the motivation towards learning. | 28 | 47.46 | 9 | 15.25 | 22 | 37.29 | 9.59* | 1.1 | 55.08 |

Chi² significant 0.05= 5.99

Table 13 continued: Frequency, percentages and statistical significant of fourth grade students achievement extent of emotional competency of motor expression teaching methods syllabus n = 59

| Achievement extent | | | | | | | | | |
|--------------------|----------|-------|-----------------|-------|--------------|-------|------------------|------|---------------|
| No | Achieved | | Fairly achieved | | Not achieved | | Chi ² | Mean | Achievement % |
| | Freq. | % | Freq. | % | Freq. | % | | | |
| 1 | 11 | 18.64 | 8 | 13.56 | 40 | 67.80 | 31.76* | 0.51 | 25.42 |
| 2 | 1 | 1.69 | 1 | 1.69 | 57 | 96.61 | 106.31* | 0.05 | 2.54 |
| 3 | 1 | 1.69 | 23 | 38.98 | 35 | 59.32 | 30.24* | 0.42 | 21.19 |
| 4 | 28 | 47.46 | 9 | 15.25 | 22 | 37.29 | 9.59* | 1.10 | 55.08 |

Chi² significant 0.05= 5.99

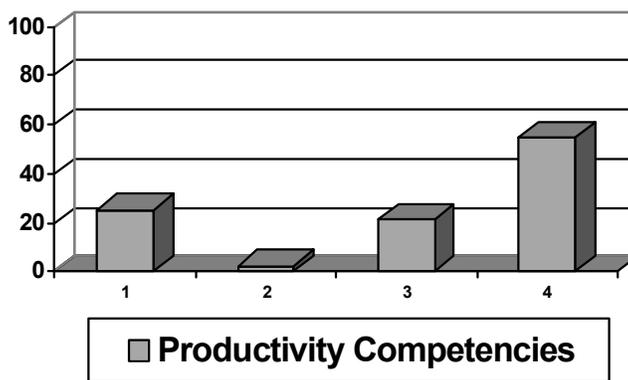


Fig. 4: Fourth grade students' achievement percentage of productivity competency for motor expression teaching methods syllabus

Table 14: Average percentage for achieving competency under study

| Achievement Percentage | | |
|------------------------|-------|-------------------------|
| SD | Mean | Competency |
| 16.68 | 88.48 | Cognitive Competency |
| 24.52 | 66.50 | Performance Competency |
| 20.30 | 72.52 | Emotional Competency |
| 21.75 | 26.06 | Productivity Competency |

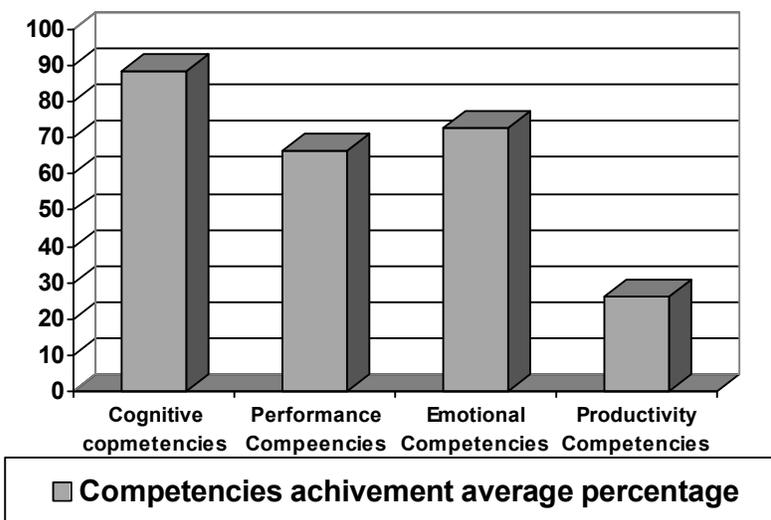


Fig. 5: Average percentage for achieving competency under study

RESULTS AND DISCUSSION

First Query Presentation and Discussion: To answer this query expert opinion was questioned on the academic standards classification for graduates of physical education teaching methods program according to competency fields as described in the research procedures (Table 8) (Appendix 11).

Second Query Presentation and Discussion: To answer this query, experts' opinions were surveyed on the identification of the teaching competency for preparation of student/teacher, Faculty of Physical Education for Girls in Alexandria for the teaching professionally according to quality academic standards as explained in research procedures (Table 9) (Appendix 12).

Third Query Presentation and Discussion: To answer this query, evaluation form for necessary competency for the student / teacher in motor expression syllabus according to quality academic standards are presented in Tables 10-14 (Fig. 1- 4) (Appendix 13).

Cognitive Competency: Table 10 shows frequency, percentages and statistical significant of fourth grade students achievement extent of cognitive competency of motor expression teaching methods syllabus, with high percentage of achievement ranged between 60.17-100% for efficiencies (4, 5, 1, 2, 11, 8, 10, 6, 9, 3) where the value of Chi square were significant at (0.05) (Appendix 13).

This is confirmed by results of Salem [18], Al Hatmi [21] that noted the importance of giving students information and knowledge and work on their development through programs based on the competency to prepare students within faculties of Physical Education.

Table 10 also reveals that the percentage of achievement was low (40.68%) for competence 7. The researcher argue that this because of lack of scientific content that works on preparation and qualification of the student/teacher to acquire knowledge competency of basic elements for motor skills performance in motor expression and fragmenting it into components to be easy to learn and employ them to develop and teach movement, as well as the inability of student/ teacher to link theory and practical side. The researcher believes that it is necessary for students to gain minimum theoretical information allow them to motor respond required for the practical side of motor expression syllabus, non acquisition of enough information and

theoretical knowledge for motor skills will affect negatively on the motor performance of students and thus learning outcomes.

The idea of competency calls for teachers preparation on the basis of integration between theory and practice, where they are prepared not only on the basis of information theory related to the profession, but be based on the performance done by the student / teacher and work to allow them to acquire teaching competency helping to perform work efficiently [30]. This also consists with results of previous studies which give importance to information and knowledge for cognitive sides which should be acquired by student/teachers [24, 25].

Performance Competency: Table 11 shows frequency, percentages and statistical significant of fourth grade students achievement extent of cognitive competency of motor expression teaching methods syllabus with high achievement ranged between (61.86 - 98.31) for the efficiencies number 1, 5, 11, 7, 2, 14, 17, 10, 6, 13, 8 where the value of Chi square significant at (0.05) (appendix 13).

Student/teacher should learn perceptions of teaching not only having appropriate opportunities to observe and watch teaching situations but circumstances should be available to see herself in teaching situation, this improve teaching style later on and should be contact between student/teacher and learners and attention to performance competency refine personality and increase their practical experience through their interaction with the teaching process made available while practicing [31].

The results of this study agreed with the results of previous researches which argue that student/ teacher should acquire performance competency and the importance of these competency to the teacher in general and physical education teacher in particular, as the ability to performance and teaching require preparation of teachers capable of teaching in the field of specialization with efficiency and proficiency [22, 24, 25, 29].

Table 11 reveals that the percentage of achievement was low and ranged between 15.25% - 55.08% for efficiencies number 21, 12, 18, 3, 15, 4, 19, 20 (Appendix 13).

The researcher believes that the performance competency and its development is an important evidence to measure the level of capability in achieving the overall objectives of motor expression syllabus, as well as the availability of performance competency in preparation of lessons, planning and teaching process and the use of scientific material and aids to achieve goals and develop their ability to continuing and comprehensive assessment during the lesson.

Emotional Competency: Table 12 shows frequency, percentages and statistical significant of fourth grade students achievement extent of emotional competency of motor expression teaching methods syllabus with high achievements ranged between 57.63% - 94.92% for competency (6.4, 5.3, 1) where the value of Chi square significant at the level (0.005) (Appendix 13). The emotional resulting from the mastery of motor skills requires more balance, courage and boldness, as the sense of individual ability on the performance of such motor skills is one of the important aspects that call pleasant emotional experience because of his sense of excellence in the performance of such skills that are difficult, accurate and serious and that many others cannot perform it, on the contrary, failure or inability of the individual to perform some motor skills, call unpleasant emotional experiences [32]. While results of Table 12 revealed that medium achievement percentage ranged between 44.07% - 52.24% for competencies 2, 7 (Appendix 12).

Productivity Competency: Table 13 shows frequency, percentages and statistical significant of fourth grade students achievement extent of productivity competency of motor expression teaching methods syllabus with weak achievement ranged between (2.54% - 55.08%) of the competency 4, 1, 3, 2, where the value of Chi square significant at (0.05) (Appendix 13). The researcher argue that this is due to lack of student / teacher linking other courses (teaching methods, education technology) with motor expression for use in teaching motor expression skills in spite of the role played by these items to raise their efficiency in teaching. Physical education is one of the areas of education need to use educational technology in teacher and programs preparation and in the design and development of curricula and improve education [33].

The researcher believes that giving attention to educational aids and media the media and educating student / teacher how to choose the right time to use and appropriate media for the characteristics of learners helping to improve educational process and increase active participation of learners and satisfy their needs to learn and gain different experiences. Productivity competencies acquire teachers different and varied experiences and change of their behavior positively and improve learning outcomes [29, 34].

This was confirmed also by Mansour and Abdel-Kader [35] and Sharaf [36] that use of educational media and perceptions and concepts formation and acquiring

correct skills and creating mental imaging help teacher to set motor goals and increase learners positivity and the achievement of equal opportunities principle.

CONCLUSION

According to the methodology of the study and the used procedures, the researcher reached the following conclusions:

- Analysis of the quality academic standards of Methods of Teaching Physical Education program according to competency fields (knowledge, performance, emotional and productive).
- Determine list of teaching competency of student/teacher in motor expression syllabus according to quality academic standards.
- Design evaluation form for student/teacher teaching competency as knowledge competency achievement percentage was 88.48%, followed by emotional competency (72.52%) and performance competency (66.50%), then productive competency (26.06%).

Recommendations:

According to what has been reached from the results, the researcher recommends the following:

- Conducting similar studies to determine the competency necessary to evaluate students in according to quality academic standards in other scientific departments.
- Using evaluation form to evaluate third year and fourth grade students (Education Department).
- Conducting similar studies in evaluating performance of graduates of the of Physical Education Teaching Methods program during field training according to quality academic standards.

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