

THE PHYSICAL CONDITIONS IN EDUCATIONAL INSTITUTIONS AND THEIR RELATIONSHIP WITH THE TEACHING PERFORMANCE IN HIGH SCHOOLS

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Summary. The purpose of this research is to determine the nature of the relationship between the physical conditions and the teaching performance of the teacher of physical education and sport in high schools of Mostaganem (Algeria). To achieve the objectives of the study, the researchers prepared two main questionnaires. The first questionnaire was about the school physical conditions whereas the second was related to the teaching performance. These questionnaires were applied on a random sample that contains 65 teachers across high school level in Mostaganem, using the descriptive correlative approach. Thus, the results revealed there is a positive correlative relation between the physical conditions and teaching performance.

Keywords: physical conditions, teaching performance, teacher of physical education and sport.

Introduction

Many experts and educators believe that the only way to face the twenty first century's challenges is to improve the quality of education and its outcomes. The latter has become one of the most requisite goal that all educational institutions seek to achieve. So, it is important for these institutions to develop and activate the components of the teaching process. In fact, Algeria has given a huge interest to this issue in various fields of education and among different stages, starting from the primary to university. This attention obliged the authorities to ensure that all the elements which lead up to a qualitative education is available in the educational system including its components and levels. Henceforth, the schools physical environment is one of the most important elements that can effect the teaching-learning

process, because it contains the educational process as whole and the environment of practice. In addition, a good physical environment, such as stadiums and sport teaching aids, can help a lot in the teaching –learning process and lead to achieve the desired objectives. According to the experts, the subject of physical education and sport cannot be created in a vacuum, but it is related to the physical environment where the learning process takes place. On the contrary, the poor conditions of the physical environment in schools, such as inadequacy of school buildings, lack of stadiums and teaching aids, and the overcrowded sections, constitute an obstacle to the teaching process. As a result, it may deficiencies that cause the low level and limit the teacher’s work considering him as important input in the teaching –learning process. Alkandri (2002) pointed out that it is impossible for any educational system to achieve a higher level than the one of its teachers. (Farhan 2010) also confirms that the teacher is at the head of the teaching process and that he is one of its pillars. Therefore, the teacher is also one of the most important keys that can affect the quality of teaching regarding his acquired skills and competencies.

So, it is possible to say that there is an overlap between the teaching performance and the school physical environment which can affect the teaching quality provided by the teacher and his invested skills and competencies in the teaching process. More than that, the new teaching methods contribute, also to the ska fold of the students’ abilities and increase the number of the participants and their interaction with the teacher. This is why it has become an important thing to take into consideration the question of conditioning the physical environment in schools with the new teaching needs and modern educational trends, including the diversification of activities and the development of the relationship between the teacher and learner.

Therefore and after the researchers’ observations, the issue of this study reveals that there is a decline in the level of teaching performance of some teachers of physical education and sport. This situation led us to carry out this study in order to shed light on the nature of the relationship between the physical environment and the teaching performance in middle schools. Especially if we know that achieving a high teaching quality does not depend only on the teacher’s skills, but it, also, relies on the school physical environment as well. The latter helps the teacher to work easily and encourage him/her to reach the planned goals, so we have been asking the following questions:

1. What is the estimation that high school teachers of physical education and sport in Mostaganem give to physical conditions?
2. What is the reality of the teaching performance in the high schools for the sample search?

3. What is the nature of the relationship existing between the physical conditions and the teaching performance in the high schools?

Methods

1-Participant: The research sample included 65 teachers of physical education and sports distribute in middle schools in Mostaganem, for the academic year 2018/2019.

2- Statistical means: percentages, averages, standard deviation, Pearson correlation coefficient, Ka 2 test.

3- Variable Search Tools: In order to achieve the objectives of this study we build two questionnaires to measure research variables (physical conditions – teaching performance).

The stability of the questionnaire – the researcher apply tools and re-applied with interval between the two phases was estimated at 10 days while maintaining the same variables (the same teachers, the same high school, same time) and that was a sample scoping study estimated at 13 teachers, and the results of the two applications after statistical treatment calculates the Pearson correlation coefficient as follows:

Table 1

Illustrates the coefficients of correlation of axes degree and total degree of tools and coefficient of stability

Statistical study	Questionner axes	Honesty coefficient	Stability coefficient	Sample size	R Tabular	Degree of freedom	Statistical significance at the 0.05
physical conditions	school buildings	0.83	0.78	13	0.532	12	significant
	Sports stadiums	0.95	0.84				significant
	Means pedagogical	0.58	0.69				significant
teaching performance	Planning	0.84	0.81				significant
	Implementation	0.95	0.84				significant
	Evaluation	0.62	0.84				significant

Result

1. What is the estimation that the high school teachers of physical education and sport in Mostaganem give to physical conditions?
2. What is the reality of the teaching performance in the high schools for the sample search?

Table 2

Shows the levels and frequencies, percentages and Ka 2 to the axis of the physical conditions

Axes	Levels	Duplicates	The percentages	K2 calculated	K2 tabular	Degrees of freedom	Statistical significance at 0.01
School buildings	High	22	%34	12.21	9.21	2	significant
	Average	33	%51				
	Low	10	%15				
Sports stadiums	High	9	%14	12.58			
	Average	24	%37				
	Low	32	%49				
Means pedagogical	High	27	%41	11.20			
	Average	29	%45				
	Low	09	%14				

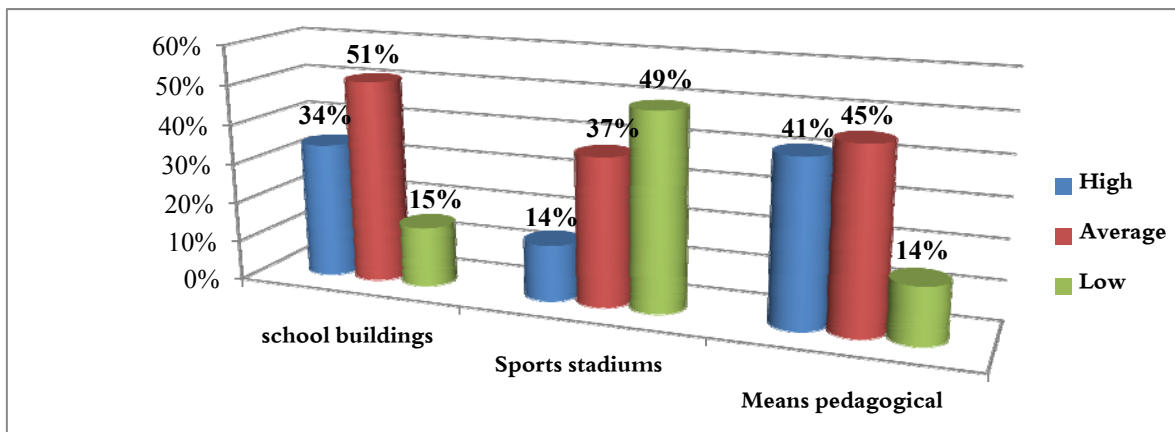


Figure 1

Shows the levels and frequencies, percentages and Ka 2 to the axis of the physical conditions

Table 3

Shows the levels and frequencies, percentages and Ka 2 to the axis of the teaching performance.

Axes	Levels	Duplicates	The percentages	K2 calculated	K2 tabular	Degrees of freedom	Statistical significance at 0.01
Planning	good	43	%52	24.96	9.21	2	significant
	average	28	%43				
	Low	03	%05				
Implementation	good	42	%37	25.51			
	average	37	%57				
	Low	04	%06				
Evaluation	good	42	%37	28.65			
	average	38	%58				
	Low	03	%05				

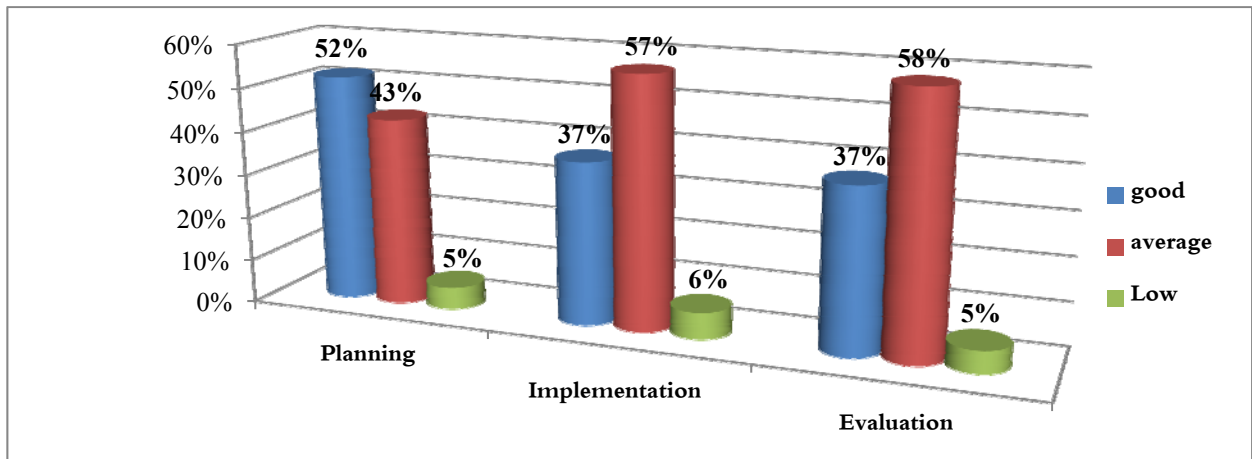


Figure 2

Shows the levels and frequencies, percentages and Ka 2 to the axis of the teaching performance

3. What is the nature of the relationship existing between the physical conditions and the teaching performance in the high schools? Researcher deliberately make sure this relationship by calculating the Pearson correlation coefficient between the results of the forms, where the results were as follows

Table 4

Shows the results of correlation between the physical conditions and the teaching performance

Axes	The value of the correlation coefficient between the physical conditions and the teaching performance	The sample	Correlation coefficient "R" size of table	Degree of freedom n -2	Relationship type	Statistical significance at 0.05
physical conditions	0.442	65	0.244	63	positive	Significant
teaching performance						

Discussion

The data results shown in table 2 and Figure 1 confirmed that the majority of the teachers answers about school physical environment (school buildings, sport playgrounds and sport teaching aids) were almost about the high schools' level. Because most of the teachers of physical education claimed the inadequacy of school buildings, especially the elements which have relation with modern technological equipments and the availability of libraries containing books on the field.

This result is consistent with the study of (Maalouli 2010, p. 129) who concluded that the school physical environment is still far from the educational development. She, also, showed that the adequacy index of the components is not good in many schools. These results reveals that the school buildings cannot reflect the educational needs, because they are very old and it will be an obstacle to achieve the objectives. According to (Alchalabi 2012, p. 2) school building is considered as one of the most influential factors in the success of any teaching process.

In fact, the results varried according to the teachers' answers and views on the reality of sport playgrounds in middle schools. However ,most of their answers were about the low level which is a result of a shortage of sport playgrounds or the inappropriate ones. They went on saying that these playgrounds are not sufficient compared to the number of the pupils and sections. Moreover, many schools do not have sport playgrounds at all, which makes them practicing sport outside.

This result is consistent with the study of (Ahmed 2008, p. 338) found that the middle schools in Mostaganem do not have the facilities and sport aids. The majority of the teachers' answers agreed that there is a lack of concerning the sport aids. This result is consistent with what (Akila 2008, p. 145) has found. She said that the secondary schools in the West Algiers district do not have good materials and equipement which becomes a serious obstacle to the development of the learner. This is to say that what is available now in the middle schools of Mostaganem is insufficient and cannot help the teacher to reach his/her educational objectives within the era of new approaches (competency based approach). From the above we can conclude that the first hypothesis has been proven.

The result shown in the Table 3 and Figure 2 reveals that most of the teachers of physical education who plan their lessons reached a good level. This result is consistent with what (Alhinai 2010, p. 526) has found. She declared that the ownership degree of the sample for the skills of the lesson planning ranged widely. Furthermore, (Salma 2009, p. 91) said that planning and lesson preparation is a key step in the teaching process. According to Salama, knowledge and experience cannot work without planning. In fact, some educational studies have proved the importance of lesson plans in the success of the teaching process.

These results were achieved after the observations which show that most of the teachers of physical education give a great importance to preparation. The latter includes the use of books in the field and choosing the suitable materials and equipments that fit the learners' abilities (physicaly and psychologicaly) and facilitate the teaching process. Concerning the lesson performance, the results showed that most of the teachers do not adhere

to the the lesson steps written on the plan. This is because they employ the traditional teaching styles based on direct instructions which give explanations graded from the easiest to the most difficult. However, this method cannot help learners to solve problems within the CBA. In fact, it is possible to say that using the traditional way of teaching is due to some obstacles such as lack of material resources, overcrowded classes, and inadequate length of time for the educational units.

The obtained results pointed to the difficulties encountered in the field of class management which may be due to the teaching experience of some samples who cannot control the time or lack of communication skills with learners. We can notice that the majority of the teachers of physical education in the high schools of Mostaganem evaluate the lesson at an adequate degree. This result is confirmed by (Tayeb 2010, p.145) who found the evaluation skills were less practiced by the research samples in the term of performance. More than that, the results revealed that the samples do not care about nutrition and the lack of of the evaluation equipments between the theoritical and applied tests, whereas the teaching process rely also on educational evaluation. From the above data we can conclude that the second hypothesis has been confirmed.

The results obtained from Table 4 showed that there is a statically positive relation between the physical conditions in school and the teaching performance in high schools. These results indicate that improving the level of teaching performance requires an appropriate and stimulating school physical environment which includes all the physical components required by the teaching process (planning, implementation and evaluation). Moreover, it is obvious that relying on the teacher's skills alone cannot help to achieve the objectives unless there is an effective school environment including all the physical elements such as: buildings, sport playgrounds, stadiums, gymnasiums and other equipment. These facilities are the basic requirements for the implementation of physical activities and its success. In contrary a poor school physical environment can be an obstacle to a good teaching performance. According to (Ghazaoui 2000, p. 4), many studies revealed that the optimum use of teaching equipment can help teachers to perform well. She carried out that the use of an audiovisual device can afford 50 % of the lesson's time with the possibility of obtaining a better educational level. (Alotaibi 2007, p. 4) also claimed that the achievement of a high teaching quality and effectiveness depends on the provision of an appropriate school environment. From the above data we conclude that the main hypothesis has been proven.

Conclusions

- The evaluation of the school physical conditions is average in the high schools of Mostaganem.
- The level of teaching performance of the teacher of physical education and sports is average.
- There is a statically positive relationship between the physical conditions and the level of the teaching performance of the teacher of physical education and sport.

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