

## **Design of a Proposed Scale to Evaluate Teaching Skills Development Programs for Physical Education Teachers in the Context of the Coronavirus Pandemic**

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### **Introduction and research problem:**

Trends in teacher training have varied, but there is agreement on three key areas: Academic preparation, which includes the study of specialized scientific courses (practical and theoretical), professional preparation, which includes educational and psychological courses (theoretical and practical) that enable the teacher to organize educational attitudes and confront changing attitudes, and general cultural preparation that includes the study of courses that contribute to knowledge of the needs of the environment and society (Fathi Afanah, Ezzo Lulu, 2003:17).

The past few years have seen a significant breakthrough in the emergence of technological innovations, especially related to education. The teacher's role has changed from a knowledge vector to a learning facilitator learning environment ", designed the learning environment, diagnosed the levels of his students, described the appropriate teaching materials, followed their progress, guided and guided them until the desired goals were achieved, The role of the teacher has also changed as a result of technological innovations. He is no longer a passive recipient. He has become positively active and learning is based on the learner rather than the teacher (Ali Abd al-Naim et al., 2002:73).

Technological modernization is a process of social change during which technological innovations are disseminated among school staff s structure, functions, values, trends and beliefs in order to better adapt to new technologies, labour markets and different challenges, This process involves certain steps beginning with publication, adoption, implementation, use, installation and integration (Ahmed Abdel Nabi, 2012:4).

Contemporary education policy faces many challenges in creating an integrated system for curriculum development and planning under globalization policy. And this requires an orderly planning method based on philosophical principles emanating from the philosophy of education, Curriculum planning is no longer spontaneous, because there is a belief in the need to undertake scientific studies and research to study and develop the curriculum on a fundamental scientific basis that derives from society's needs, development requirements and aspirations for a better life in the light of the value and results of scientific research and contemporary educational trends.

Training, teacher training and qualification play a major role in raising teachers' competence and improving their performance. It is an important element in education because it meets the teacher's wishes and tendencies and helps him or her to discover his or her ability and abilities, which would not have been possible without opportunities for preparation, training and rehabilitation that enhance the teacher's self-confidence and performance and which are roles that help to grow and advance his or her work.

Attention to teacher training and qualification is an interest in raising the efficiency of the educational system by familiarizing teachers with new and new developments, whether in teaching methods and techniques, curriculum content or in the systems and methods of management of educational institutions and enhancing teachers' productive competence by increasing their technical competence and refining their teaching skills to the benefit of pupils; It was noted that there was an expulsive relationship between teachers and pupils. The more effective teachers were, the greater the impact they had on pupils, which helped to achieve goals and develop individuals' capacities.

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The coronavirus pandemic has posed significant challenges in education. And living with it has become an imperative not to stand still in the face of that pandemic. Thus, developing teachers' performance and raising their teaching competence is important, and this pandemic must not stand behind the development process. and modern technology has assisted in that process through the use of technology in the distance learning process, Thus, it has become a solution for this development that can be used effectively to achieve the goals of the educational process to the fullest.

By informing the researcher about studies and research in this field, the researcher found the scarcity of previous studies in this field - as far as the researchers know - that were interested in identifying the problems facing the training programmes offered remotely to sports education teachers in the light of the coronavirus pandemic and its negative effects on the educational process.

### **Research Objective:**

The current research aims to identify problems facing training programs offered remotely to sports education teachers in the light of the coronavirus pandemic.

### **Question Research :**

What are the problems facing the distance training programme for sports education teachers in the light of the coronavirus pandemic?

### **Search Procedures :**

### **Research curriculum :**

Researchers used the descriptive curriculum (survey method) with its steps and procedures to suit research objectives.

### **Society and Sample Research :**

The research community is composed of sports education teachers in the Directorate of Education in the governorate of Minya who are highly qualified (Bachelor of Sports Education) and whose experience is not less than 10 years and who are enrolled in distance training programs during the coronavirus pandemic. The sample was selected in the random manner of 123 teachers

**Search Tool:****Questionnaire of problems facing distance training programmes for sports education teachers in light of the coronavirus pandemic:**

It is designed by the researchers and followed the following steps in its preparation:

**: .Determining the purpose of the form1**

The aim of the form has been identified and has been the problems facing the training programs offered remotely to sports education teachers in the light of the coronavirus pandemic .

**.Formulation of questionnaire terms:2**

The researcher has developed a set of phrases. The number of phrases has reached 10. The researcher has presented these phrases to a group of experts in the field of curricula and teaching methods, consisting of 9 experts, in order to express an opinion on the scope of the phrase .

**: .Correction of questionnaire form3**

To correct the questionnaire, the researcher developed a triple estimate balance. The phrases were corrected as follows:

-OK (3)Three degrees.

-To some extent 2 (2)degrees.

-Disagreed (1)One degree.

**.Scientific transactions of the questionnaire:4****Honesty:**

To calculate the veracity of the questionnaire, the researcher used the following :

**: .Believe the content1**

The researchers presented the questionnaire in its preliminary form to a group of experts in the field of curricula and teaching methods, consisting of (9) experts, to express an opinion on the appropriateness of the questionnaire and for which it was developed. The phrases that received a 70% and more percentage of the expert opinion group were selected, and the following table (1) shows the percentage of experts' opinions on the questionnaire phrases

Table (2)

Percentage of expert gentlemen's opinions in questionnaire terms (n = 9)

90	89	88	87	86	85	84	83	82	81	Ferry Number
8	8	9	8	8	9	8	9	9	8	replicated
%89	%89	%100	%89	%89	%100	%89	%100	%100	%89	percentage

Table 1 shows the following:

The percentage of expert opinions in the terms of the questionnaire ranged from (89%: 100%), thus all terms were approved for obtaining more than 70% of the expert opinions.

### : .Believe internal consistency2

To calculate the sincerity of the internal consistency of the questionnaire, the researchers applied it to a sample of 25 mathematical educators from the research community and other than the original sample of the research, the correlation factors between each phrase's grade and the overall grade of the questionnaire were calculated and table (2) shows the result respectively.

**Table (2)**

Coefficient of association between the degree of each phrase and the overall degree of the axis to which it belongs (n = 25)

83	82	81	80	79	78	77	76	75	74	Ferry Number
0.54	0.54	0.74	0.84	0.76	0.77	0.76	0.83	0.77	0.67	correlation coefficient

Value (R) tabular at an indicative level (0.05) = 0.396

Table (2) shows the following:

The correlation factors ranged from each phrase degree to the overall questionnaire grade (0.54: 0.83), which is statistically significant, indicating the sincerity of the questionnaire's internal consistency.

### B. Stability:

To calculate the persistence of the questionnaire, researchers used the Alpha Cronbach coefficient by applying it to a sample of 25 individuals from the research community and from outside the original sample. The Alpha coefficient of the questionnaire was 0.77, indicating the stability of the questionnaire .

### Statistical treatments:

.Percentage . Binding coefficient . . Kronbach's alpha coefficient..

Rated Grade.

Box KA.

**Presentation, interpretation and discussion of results:**

Table( 3)

Estimated grade, percentage and Ka box of sample opinions for questionnaire terms (n = 123)

Value c2	percentage	Rated Grade	response			terms	م
			disagre e	fairly	agreed		
50.54	%79.13	292	31	15	77	Inefficient training units	1.
77.61	%84.82	313	20	16	87	The absence of a system for measuring the effectiveness of training	2.
119.46	%90.79	335	9	16	98	Insufficient training capabilities	3.
123.85	%91.33	337	8	16	99	Loss of desire by teachers to enrol in the program	4.
98.68	%71.27	263	7	92	24	Do not identify training needs before designing the program	5.
54.49	%84.28	311	13	32	78	Inadequate follow-up of trainees after the completion of the programme	6.
84.44	%88.62	327	6	30	87	Focus on the theoretical side more than the practical one	7.
36.93	%81.57	301	13	42	68	Not to give the trainee the opportunity to participate and express an opinion	8.
119.46	%90.79	335	9	16	98	The training programmes are considered as a period of workload evasion	9.
55.66	%59.62	220	36	77	10	Inadequate preparation of training plans commensurate with teachers' training needs	10
	%82.22	3034	<b>Overall degree of questionnaire</b>				

The tabular value of (Ka) at the significance level (0.05) = 5.99

**Table (3) shows:**

The percentage of research sample opinions in questionnaire terms ranged from (59.62%: 91.33%).

- There are statistically significant differences between research sample opinions in phrases (74, 75, 76, 77, 79, 80, 81, 82) and towards approval

- There are statistically significant differences between the research sample's opinions in the phrases (78, 83) and in the direction of approval to some extent.

The researcher attributes that there is a loss of desire by teachers to enrol in the program not giving the trainee the opportunity to participate and express an opinion, and insufficient training capabilities and the lack of a system for measuring the effectiveness of training, focusing on the theoretical aspect more than the practical one inefficient training units and inadequate trainee follow-up after the programme and to consider training programmes for promotion only, Some shortcomings in not identifying training needs before designing the programme and inadequate preparation of training plans commensurate with teachers' training needs.

This is confirmed by the study "Sahar Abu Shakhidem et al." (2022), the main findings of which indicated the study sample's assessment of the effectiveness of e-learning was average, its continuity, its area of disability, its area of interaction with faculty members, the area of student interaction in its use was average, and the study of "neck salad" (2021), the main findings of which indicated that the difficulties faced in distance education in view of the spread of the COVID-19 coronavirus from the perspective of the teachers of Khan Younis governorate schools in the Gaza Strip came at a high level in all areas of study, and the study "Mohammed Fathi Mustafi" (2021), the results of which indicated that the impediments to distance education under the COVID-19 pandemic came from the perspective of the teachers of the Giza brigade schools and from the view of parents in the Giza brigade came high, and the study "Bataineh et al." (2021), the results of which indicated that the majority of Jordanian university students were dissatisfied with this distance learning experience as most students faced some obstacles such as internet speed, technological difficulties, online content design, and the study "Pardeep Pradeep" (2020), the results of which indicated that universities should implement a number of measures to slow the spread of coronavirus, and study "Van Thai Thi, & Van" (2021), which was one of the most important results of three additional obstacles from the analysis of qualitative data including geographical characteristics, the economic status of the Vietnamese people, and Vietnamese culture and traditions.

Conclusions:

1.The process of developing teaching competence for sports education teachers needs more attention, especially in the light of the coronavirus pandemic.

2.There are some problems that impede the training programme from achieving its objectives for sports education teachers

3.There are many shortcomings in the preparation of training plans commensurate with teachers' training needs.

4.Inefficient training units and inadequate identification of the training needs .

### **Recommendations:**

1.To call upon those involved in the educational process in the field of sports education to encourage and encourage the development of the teaching competence of sports education teachers in the light of the coronavirus pandemic.

2.These courses must be held during the summer vacation period so that this does not affect the teacher's sports education curriculum

3.Interest in providing specialized programmes to develop the teaching competence of sports education teachers.

4.The need to address the development of teaching skills for sports education teachers and to develop mechanisms to improve them.

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## **Problems facing remote training programmes for sports education teachers in the light of the coronavirus pandemic**

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