

تقوم الأداء التدريسي لأساتذة قسم التربية البدنية بمعهد علوم وتقنيات النشاطات البدنية والرياضية
بجامعة محمد بوضياف بالمسيلة من وجهة نظر الطلبة

Evaluation de la performance pédagogique des enseignants du département d'éducation physique de l'Institut des sciences et technologies des activités physiques et sportives A l'Université de Mohammed Boudiaf-m'sila du point de vue des étudiants

The evaluation of the teaching performance of the teachers of the Physical Education Department in the Institute of Science and Techniques of physical and sports activities from the point of view of the second year master students

<p>الهاتف : 0781501292 البريد الإلكتروني : Slimani.univ@gmail.com</p>	<p>المؤلف (1) : أ. سليمان نور الدين الجامعة : الجزائر 03 مخبر الاتماة : /</p>
<p>معلومات المقال : - تاريخ الاستلام : 2018/01/31 - تاريخ المراجعة : 2018/02/12 - تاريخ قبول النشر : 2018/02/25</p>	<p>ABSTRACT: This study aimed to determine the teaching performance of the teachers of the Physical Education Department of the Institute of Science and Techniques of physical and sports activities from the point of view of the second year master students and with its three axes , communication , the presentation and implementation of teaching in addition to the evaluation process ,and starting from the fact that The assessment process is generally necessary as an integral part of the development of in any vital area of the society, especially in the universities .The evaluation of the performance particularly in the educational institutions and the universities is important indicator to judge the extent to which the performance quality has been achieved ;since The university student is the most knowledgeable person and familiar with the university teacher who is considered as one of the cornerstones that based the the university and the responsible in activating the educational process within the institutions of higher education ;this enable him to judge his teaching performance properly . The study was intended to provide the opportunity for the university teachers and its administration to determine and encourage strengths, and to identify and treat the weaknesses By taking the point view of the second year Master students about the university teachers performance in the Department of Physical Education Institute of Science and Technology of physical activities and sports at the University of Mohammed Boudiaf Msila.Finally, to ensure that the measuring instrument used has the necessary psychometric</p>
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characteristics.

The study sample consisted of (72) second year Master students from the Department of Physical Education at the Institute of Science and Techniques of Physical and Sports Activities at the University of Mohammed Boudiaf in Msila, The questionnaire of the Evaluation of Teaching Performance was distributed,; and the descriptive approach was used. The current study reached several results, the most important of which are:

- The existence of communication among teachers is one of the fundamental determinants of the the learning process success , and this is according to the view of the students because they are more familiar with the university teachers in general and the teachers of physical education in particular, which enables them to properly judge their teaching performance.
- The university teachers are highly qualified to successfully present , implement and evaluate the teaching process .

mots clés :

- Évaluation des performances pédagogiques,
- enseignants d'université,
- Contact et communication,
- Mise à disposition et Mise en œuvre de l'enseignement,
- Evaluation.

RÉSUMÉ : Cette étude vise à connaître les performances de l'enseignement des enseignants du Département de l'éducation physique à l'Institut des sciences et technologies des activités physiques et sportives, du point de vue des étudiants de la deuxième année de Master, d'après trois dimensions, Contact et communication, Présentation et mise en œuvre de l'enseignement, et enfin l'évaluation de l'enseignement.

en général le processus d'évaluation est nécessaire en tant que partie intégrante du processus de développement dans tout les domaine de la société vitale, en particulier l'université.

en prenant en compte que l'étudiant universitaire est le plus informés, est le plus proche du professeur d'université, ce qui lui permet de juger la performance de l'enseignement, en ce qui concerne les processus éducatif au sein des établissements d'enseignement supérieur .

l'étude était une occasion pour identifier les domaines de la force des professeurs d'université, et de se tenir sur les faiblesses pour y remédier par la perspective des étudiants de la deuxième année master Département de l'éducation physique à l'Institut des sciences et technologies des activités physiques et sportives à l'Université Mohamed Boudiaf.

Enfin, pour assurer que la l'instrument de mesure utilisé jouis des caractéristiques psychométriques nécessaires, l'échantillon de l'étude comprenait (72) étudiant en deuxième année « Master » , Un questionnaire d'évaluation de la performance pédagogique leur a été distribué, l'approche descriptive a été utilisée.

L'étude actuelle a atteint plusieurs résultats dont les plus pertinente sont:

La présence de contact et de la communication, Présentation et mise en œuvre de l'enseignement et l'évaluation des enseignants, sont des déterminants fondamentaux Pour

l'occurrence et le succès du processus éducatif d'apprentissage selon l'opinions des étudiants

parce qu'ils connaissent mieux le professeur d'université en général et le professeur du Département de l'éducation physique en particulier, ce qui leur permet de juger la performance de l'enseignement .

1-The Introduction and the research problem :

The University education in Algeria represents a source of scientific, cultural, and civilized production ; because it is responsible for preparing the specialized competencies necessary to advance the encumbrance of development in various fields. indeed he will not be able achieve this unless he has the cruci tools which will certainly help him , especially the university teachers , who have scientific, moral and psychological potential to contribute effectively to achieve the objectives of the university. Based on the great role of the university professor in activating the educational process within the institutions of higher education as one of the cornerstones and pivotal on which the university building is based on all its details and variables. It is the point of renewal through which most of the developments and changes aimed at the university educational systems will be reached and starting from the fact that The evaluation process is generally necessary as an integral part of the development process in any vital area of society, especially in the universities Where the debate about the performance evaluation particularly in the educational institutions and the universities has become an important indicator to judge the extent to which the performance quality has been achieved. Without this process, it is not possible to identify the extent to which the goals of these universities;will be achieve in improving the scientific level . Since the importance of the university professor in achieving the goals of the Algerian university, and the difference in the quantitative and qualitative value in reaching these goals among university teachers ; it is necessary to subject their work to the evaluation. Because the objective assessment helps decision-makers and implementers to know the extent to which educational goals are achieved. It also improves and develops the quality of university education by increasing the effectiveness of the university professor's performance.

Hence the current study to evaluate the performance of teachers of the Department of Physical Education Institute of Science and Techniques of physical activities and sports at the University of Mohammed Boudiaf Msila from the point of view of the second year students Master of motor learning specialization in the department of physical education and sports ;this gives the portuniyto

the University administration and mainly the teacher to determine and encourage strengths, and to identify and treat the weaknesses Which led us to ask the following question:

- What are the views of the second year master *students* in the Institute of Science and Technology of Physical Activities Department of Physical Education in teachers performance in teaching the Communication skills ?
- What are the views of the second year master *students* in the Institute of Science and Technology of Physical Activities Department of Physical Education for the teachers performance of for the skill of delivering and implementing teaching.
- What are the views of the second year master *students* in the Institute of Science and Technology of Physical Activities Department of Physical Education For the skill of student assessment?

2- The Research Hypotheses :

2-1 The General Hypothesis:

- The second year master *students* in the Institute of Science and Technology of Physical Activities Department of Physical Education see that the teachers have a good teaching performance.

2-2 The Partial Hypotheses:

- The second year master *students* in the Institute of Science and Technology of Physical Activities Department of Physical Education see that the Teachers have a high level of communication skills with students.
- The second year master *students* in the Institute of Science and Technology of Physical Activities Department of Physical Education see that the Teachers have a successful performance for the skill of delivering and implementing teaching.
- The second year master *students* in the Institute of Science and Technology of Physical Activities Department of Physical Education see that the Teachers have a successful performance for the skill of assessment.

3-The research objectives :

- To find out whether the teaching performance of the teachers of the Physical Education Department at the University of Mesila is high in terms of communication with students.
- To find out whether the teaching performance of the teachers of the Department of Physical Education at the University of Mesila for the skill of implementing teaching is successful.
- To Find out whether the teaching performance of the teachers of the Department of Physical Education at the University of Mesila for the evaluation skill is good.

4-The research importance: The significance of the study is illustrated through:

- The importance of the university teacher and his effective role in achieving the goals of the university.
- The importance of the evaluation of teaching performance, which may contribute to help the teacher of Physical Education Department of the Institute of Science and Technology of physical and sports activities and management to identify and improve the strengths of the teacher performance ; as well as to determine and treat the weaknesses .
- This research may open the door to other researchers for further educational studies and try to address variables not covered in the present study.

5-Identification of research key concepts :

5-1-Evaluation : It Is the process of collecting, classifying, analyzing, and interpreting data or information (quantitative or qualitative) about a phenomenon, position, or behavior with a the intent of using it in the judgment or decision (aldamr dash 1974 , p 7)

5-2-The Performance : The analysis of the literature on human resource management in education indicates that performance in education is a qualitative learning capacity called technical ability, expressed by the teacher's standards of conduct, and includes everything he says or does during the educational situation and related - directly or indirectly

5-3-The Evaluation of performance : It is the process through which the facts and specific data can be obtained that will help to analyse and understand the performance of the teacher to the roles assigned to him and his professional career in a specific period of time and then assess the extent of his technical and practical competence to fulfill the responsibilities and duties associated with his roles at present and future

5-4-Communication skill with students : It Means the positive interactions between the university teacher and students, in which the meanings of modesty , justice, brotherhood, mutual respect and cooperation are guaranteed.

5-5-Teaching implementation skill : The ability of the university professor to teach effectively in order to pursue the process of education, which contributes to the development of manpower, to prepare for the various work activities and implementation of the course, whether applied or theoretical, by giving students a detailed idea of the content of the program , its vocabulary, references, and requirements for tests and assignments.

5-6-Evaluation skill : The ability of the university teachers to observe the individual differences and to clarify the evaluation criteria of the modules and to diversify the questions through comprehensiveness, coherence and gradation .

6- The Previous studies:

6-1-The study (alsukaranu, 1987) : This study aimed to reveal the image of university teachers from the perspective of students before entering the university, and after joining the university, the sample of the study consisted of 360 students of the final years in the Department of Natural Sciences, Mathematics, Social Sciences and Humanity. To achieve the objectives of the study, the researcher prepared a questionnaire concerning the personal and social dimensions, the method of dealing, teaching and evaluation. The study found that students before entering university have a positive image of the university teacher regarding personal and social dimensions, ethics, dealing, teaching methods and evaluation. After they joined the university, this picture changed and got some negatives sides.

6-2-The study (yasin, 198) : To identify the characteristics necessary for the success of the faculty member, the sample of the study consisted of 85 members of the assistants and assistant teachers, members of the faculty of PhD students at the Faculty of Girls, Ain Shams University, and the Faculty of Education Benha, Zagazig University. The study found that the characteristics necessary for the success of the faculty member is the competency and mastery of the teaching content , organization of work, punctuality, respect for students' opinions, fairness of the evaluation, broad horizons and flexibility of thinking.

6-3-The Study (nakhla, 1989) : Which aimed to identify the basic characteristics that characterize the efficient university professor from the perspective of students at the Faculty of Education, Minia University, the Arab Republic of Egypt, and compare it with the results of the same questionnaire applied to students of the University of Quebec, Canada, and the University of Paris, France. The study found similarities between the view of the students of Minia University and the Universities of Quebec and Paris that the basic characteristics of the efficient university professor are : In explaining the studied subjects using real examples, Presenting views in a logical and sequential manner, And provide detailed content for the programme at the beginning of the semester, The organization of educational courses consistent with the needs of students, and the use of diverse teaching methods.

6-4-Commenting on previous studies : A review of the results of previous studies indicated that they had agreed in the importance of involving students in evaluating the performance of the university teachers to obtain a clearer picture of judgement . But they differed in the disciplines studied and their objectives, The study (alsukaranu, 1987) included Other dimensions of the teaching skills among them personality a, social characteristics, the methods of dealing and teaching in as well as evaluation and the final two mentioned elements are the basis of our study, , And the study (nakhlat, 1989) dealt with the teaching evaluation in general in terms of that the basic characteristics of the competent university teachers is to explain the study subject using realistic examples, and provide views in a logical and sequential manner , and supply a detailed

content of the course at the beginning of the semester . As for the study (Yassin, 1986), it dealt with the organization of work, punctuality, respect for students' opinions, and the fairness of evaluation. Therefore, this study is similar to previous studies in its interest in relation to students, ie communication, delivering and implementing teaching and evaluation , It has been used in the methodology and design of the tool of the current study as well as the interpretation of the results and linking them and enhance the validity of the results obtained in the study.

7-Research methodology and applied procedures :

7-1-The exploratory study : It aims at clarifying the ideas of the researcher and the visions and giving him an accurate idea about the nature of the studied field. The aim is to build the preliminary data on the research sample so that we can prepare the technique that allows us to approach the questioned people and to study the place where the basic study will be conducted. With a view to achieving a set of objectives which can be summarized as follows:

- The Study the psychometric characteristics (honesty, consistency and objectivity) of the instrument.
- The Verification of the appropriateness of the questionnaire and the understanding of the research sample with its parts and terms.
- The determination of the time that the informants may take to answer the questionnaire.

7-2-The . Research Methodology: In order to achieve the objectives of the study, the researcher used descriptive analytical method "in which the researcher tries to describe the phenomenon of the subject of the study and analyze its data and to show the relationship between its components and the views that are raised around it and the processes that it contains and the effects it makes"(Abu Hatab and Sadik, 1991, p. 105); The analytical descriptive approach is consistent with the nature of the current study, in order to identify the role of practical education in providing the teaching competencies for students of physical education and sports.

7-3-The population and the sample of the study :

7-3-1-The population of the study :The population of the study consists of the second year students master of motor learning in the Institute of Science and Techniques of physical and sports activities at the University of Mohammed Boudiaf - Almmisila - and registered for the academic year (2016 - 2017), which were (110) students.

7-3-2- The study sample:

A-The exploratory sample : The sample was randomized to 30 students from the research population. The researcher applied the study tool to verify its validity by calculating its validity and stability. These students were excluded from the basic study sample.

B-The main sample : The basic sample of the study was composed of (72) students of the second year Master of Motor learning in the Institute of Science and Techniques of physical and sports activities at the University of Mohammed Boudiaf for the academic year (2016 - 2017).

7-4-The study instrument : A questionnaire was prepared for the students of the second year master's degree in motor learning consisting of (30) words divided into three dimensions (communication, presentation and implementation of teaching and evaluation) This is intended to determine the view of the students of the second year Master of the teaching performance of the teachers of the Department of Physical Education and Sports

Table (01): The dimensions of the study instrument.

The dimension	Teaching performance	Number of expressions
The first dimension	communication	10
The second dimension	The delivery and implementation	10
The third dimension	Evaluation	10

With the proposal of five alternatives to answer (always, often, sometimes, rarely, never).

And grades are given in the following order: : always five degrees, often four degrees, sometimes three degrees, rarely two degrees, and never one degree.

7-4-1-Description of the initial list : Based on the previous studies related to the field of study, in addition to what was presented in the theoretical framework, as well as the opinions of a group of university teachers and experienced doctors, the preliminary list of questionnaire was prepared and The following points were considered:

- The Good drafting to the expressions to facilitate their observation and measurement.
- The ease and clarity of The drafting of the expressions in a realistic form.

7-4-2-Psychometric conditions:

7-4-2-1-The instrument Validation:

A-The honesty of Arbitrators : To verify the validity of the questionnaire, it was presented to a group of experienced and specialized arbitrators at the Institute of Science and Technology of Physical and Sports Activities at the University of Mohammed Boudiaf in Mssila . And they were asked to study the questionnaire and express their opinion regarding: the clarity of the paragraphs, the extent of affiliation of the paragraphs to the studied subject, the wording of the paragraphs, and other observations that are considered appropriate the proportion of arbitrators agreement on the terms of the study instrument was more than 80%, which indicates that the content of questionnaire is truthful; The researcher took the opinions and directions presented by the arbitrators.

B-The Subjective honesty of The questionnaire : It is the internal truth of the test, which is the experimental test scores attributed to the truth scores free of measurement errors; measured by calculating the square root of the instrument's stability coefficient(Naser EddinE Radwan, 2006, p. 216); Since the coefficient of consistency of the questionnaire is 0.77, the self-honesty coefficient = self-confidence = 0.87, which is a very acceptable result.

C-The honesty of the Construct Validity : was calculated by extracting the Pearson coefficient between each term and the degree of Distance to which it belongs, on the one hand, and between each distance and the total score of the teaching performance questionnaire on the other hand. The researcher will delete any expression which its relation to the distance is very weak or statistically insignificant ,and the results were as in the following table.

Table (2): correlation coefficients between the terms of the teaching performance questionnaire and the degree of distance to which they belong. (N = 30)

The expressions of the axis of evaluation skill			The expressions of the axis of teaching presentation and implementation skill			The expressions of the axis of communication skill		
	,571**	01		,518**	01	deleted	,074	01
	,741**	02		,714**	02		,405**	02
	,429**	03		,549**	03		,476**	03
	,418**	04		,543**	04		,643**	04
deleted	,309*	05		,416**	05		,420**	05
deleted	,262	06		,567**	06		,432**	06
	,524**	07	Deleted	,338*	07	deleted	,331*	07
	,430**	08		,461**	08		,454**	08
	,556**	09	deleted	,343*	09	deleted	,300*	09
	,420**	10	deleted	,375*	10	deleted	,085	10
	,416**	11		,482**	11		,493**	11
deleted	,398*	12		,683**	12		,406**	12
	,481**	13		,690**	13		,410**	13
Deleted	,321*	14	deleted	,390*	14		,736**	14

*Significant at :0.05

** Significant at 0.01

It seems obviously from the results of **Table (02)** that the coefficients of the correlation of the degree of all three axes to the total degree of the axis are statistically significant at the level of significance of 0.01. The correlation coefficient coefficients in the first axis (communication skill) ranged from (0.30 to (0.36 to 0.71); third axis expressions (evaluation skill) between 0,26 and 0.74; and the results of the correlation between All the expressions of axes and degrees of axes

represented by the presence of some phrases are weak link (09 phrases) or not connected with the dimensions of the total (02 phrases), and therefore the researcher deleted them permanently from The questionnaire and which were (11) expression .

Table (03): Internal consistency between the degrees of each dimension and the total score of the teaching performance questionnaire. (N = 30)

** Significant at 0.01	The total questionnaire		axis
	,866**		communication
	,805**		teaching presentation and
	,826**		evaluation

The correlation between the three sub-components and the total score of the questionnaire was then calculated from the table (03) , the correlation coefficient between the main axes of the questionnaire and the total score of the questionnaire ranged from 0.80 to 0.86, and all correlation coefficients are at a significant level of 0.01; indicating the internal consistency of the questionnaire, And that the axes of the instrument of the study measure the teaching performance of the research sample, and that all internal consistency values (correlation coefficients between the axes of the questionnaire and the total score) are statistically significant.

7-4-2-2-The Stability of the instrument : This means that the grades obtained are accurate and error-free, which means that if the same measurement tool (questionnaire) is applied to the same individual any number of times in the same way and conditions, We will get the same value each time; after verifying the validity of the questionnaire and excluding (11)expression from it; Because the questionnaire could not be applied twice on the same sample, the stability coefficients of the teaching performance questionnaire for all survey sample data were calculated using the Cronbach-Alpha equation, Cronbach prepared his equation known as the Coefficient Alpha (α) parameter to estimate the internal consistency of multiple choice tests and metrics, ie when the probability of a response is not zero, which is not two-dimensional. (Nasr El-Din Radwan, 2006, pp. 138-139). The stability coefficient was calculated for each field of the study instrument and the total score of the instrument. The results were as shown in the following table :

Table (04): Stability coefficient of the teaching performance questionnaire and its three axes.

Number of Phrases	Alpha Kronbach	Axes
10	,630	communication
10	,725	teaching presentation and
10	,651	Evaluation
30	,769	Total degree of teaching

Through out the results of the stability coefficients which ranged from 0.63 to 0.72 for each field of the study instrument and the total score of the teaching performance questionnaire, which reached 0.77. We can say that the instrument is characterized by a good degree of stability. And in light of the results of the psychometric study of the questionnaire of the teaching performance of the coefficient of honesty and persistence, the questionnaire was modified in its initial form. The non-associated expressions with the total score of their dimension were excluded , In order for the questionnaire to contain 30 words in its final form; the table below shows the number of statements for each of the three axes of the questionnaire before deleting the unlinked statements, as well as the number of words deleted from each axis.

Table (05): Expressions and axes of the Teaching Performance questionnaire in its final form.

Number of deleted expressions	Number of expressions after deletion	Number of expressions before deletion	Axes	
04	10	14	communication	1
04	10	14	teaching presentation and implementation	2
04	10	14	evaluation	3
11	30	42	Total	

As a conclusion from the study of the coefficients of honesty and stability (honesty ranged from 0.80 to 0.86; stability between 0.63 to 0.72), we can say that there is a statistical significance between all expressions of the dimension and the total degree of the dimension it represents, and that all three dimensions of the questionnaire are associated with the total score of the questionnaire; The questionnaire is characterized by an acceptable degree of consistency; therefore, we can judge that the questionnaire has an acceptable degree of honesty and consistency, which can be used to measure the skills of teaching performance for the teacher of Physical Education Department of the Institute of Science and Technology of physical and sports activities at Mohammed Boudiaf University in Masila.

7-5-The limits and areas of research:

7-5-1-Time limits of the study : The study was conducted during the 2016/2017 academic year, and the practical study started at the beginning of January. The questionnaire forms were distributed on 10.01.2017. The questionnaire was abstracted and the results were deduced starting from the date of 20.03.2017

7-5-2-The area of the study : This study was conducted at the Institute of Science and Technology of physical and sports activities at the University of Mohammed Boudiaf.

7-5-3-The Human field of the study : The sample of the study was the second year master students a of dynamic learning in the Department of Physical Education.

7-6-Methods of statistical data analysis :After the implementation phase, the data of the questionnaires was abstracted in the computer for the purposes of studying , analysing and processing through the statistical packages program (SPSS), so asto discuss the hypotheses in light of the research objectives, we used the following statistical methods:

- The Arithmetical mean and the standard deviation.
- The Median.
- The Skewness and Kurtosis .
- Pearson correlation coefficient.
- Test "T" for one sample .
- Alpha-Cronbach stability coefficient.

7-6-The operational procedures and the practical study:- The questionnaire of the teaching performance was distributed immediately to the second year Master students of Physical Education Department by the researcher and the cooperating students (Master 2 students).

- The distribution and collection of the study forms (for the exploratory study and the basic study) took about six months, from November 2016 to mid-April 2017.
- About 80 questionnaires were distributed by the researcher, of which 78 were retrieved; (72) were valid for the purposes of study , while the rest were excluded from the analysis because they were incomplete (60 forms).

8-Statistical characteristics of the research instrument : Table (06) shows the natural test for the distribution of the results of the teaching performance questionnaire. The table shows that the median is almost equal to the arithmetic mean. The values of the The Skewness and kurtosis coefficients and their proximity to zero indicate that the distributions are moderate or, in other words, The table below shows that the results of the Shapiro-Wilk test value ranged from 0.974 ~ 0.979, where it was not statistically significant on all axes of the teaching performance questionnaire, since all Sig values are greater than the significance level ($P = (0.974) \sim 0.979 > 0,05$).

Table (06): Natural testing of the teaching performance questionnaire

Shapiro-Wilk		Descriptive Statistics				axes	
Statistical significance	Test value	Kurtosis	Skewness	Median	Arithmetical mean		
,266	,979	,88	,36	3,47	3,43	communication	1
,148	,974	,18	,32	3,49	3,45	teaching presentation and implementation	2
,247	,978	,016	,24	3,21	3,15	evaluation	3
,249	,978	,52	,23	3,28	3,25	The total score of the questionnaire	

As shown in the table above, the overall score of the teaching performance questionnaire is approximately the mean of the mean (3.25; 3.28), respectively, and its coefficients The Skewness and Kurtosis are close to zero to indicate the moderation of the distribution of their data; (0,978), where it was statistically insignificant, since the value of the statistical significance (Sig) is greater than the standard of significance ($P = 0,249 > 0,05$). From the above analyzes, the distribution of the results of the teaching performance questionnaire is natural, or belongs to a society close to moderation; therefore, we will use parametric statistics.

9-introducing and analyzing the results of hypotheses:

9-1 - introducing and analyzing the results of the first hypothesis: The teachers of the physical education department at the Institute of Science and Technology of Physical and Sports Activities at the University of Masara are characterized by great communication skills and communication with students, to verify the validity of the hypothesis, to explain the response to the questionnaire of teaching performance, and to know the level of communication skills with students; As well as the overall degree of the axis; the likely averages of the five-digit Likert were as follow :

Table (07): Key areas of communication skills with students.

likely arithmetic mean	Levels of communication skills
1,80 - 01,00	very low
2,60 - 1,81	Low
3,40 - 2,61	Medium
4,20 - 3,41	High
5,00 - 4,21	Very high

Note that the length of the user period is $4/5$ ie = 0.80.

To test this hypothesis statistically, we used the T-test for one sample to test the significance of the differences between the arithmetical averages of all the communication axis expressions as well as the total degree of the axis and the hypothesised mean of the responses of the study members (03); the following table shows our findings.

Table (08): Levels of communication skills with students.

(DF= 71; n = 72, mean average = 3)

The Statistical significance		T- test value	The level of the skill	The Rank	The standard deviation	the average mean	axes	
the decision	Sig							
Significant	,002**	-3,247	Low	9	1,161	2,56	Listen to everyone who speaks	01
Insignificant	,772	-0,291	Medium	6	1,215	2,96	Respect students' opinions and ideas	02
Significant	,000**	3,977	High	4	1,185	3,56	Communicate outside lesson time	03
Significant	,000**	6,857	high	2	1,066	3,86	Treat the students fairly	04
Insignificant	,316	1,010	Medium	5	1,166	3,14	Has an audible and clear voice	05
Insignificant	,308	-1,026	Medium	8	1,263	2,85	provides an educational environment that allows freedom of expression	06
Significant	,000**	7,600	High	1	1,132	4,01	Accepts the contrary scientific views	07
Significant	,000**	-4,736	Low	10	1,095	2,39	Cooperation with students in solving their academic problems	08
Insignificant	,502	-0,674	Medium	7	1,224	2,90	Building bridges of trust	09
Significant	,000**	significan	High	3	1,321	3,79	Avoid Discriminating students during the discussion	10
Significant	,004**	2,999	high	,0491	3,43		The total degree of the axis	

*Significant at :0,01

The table above calculates the arithmetical averages and the standard deviations of the terms of the student's evaluation scale as well as the overall grade. The rank and level of each of the students' evaluation axis expressions were then determined. The t-test was then calculated to indicate the differences between the arithmetic averages of the skills and the average mean. The results are as follows: It is clear from the previous table (12) that the teachers of the physical education department at the Institute of Science and Techniques of physical and sports activities at the University of M'sila are characterized by a good skill of assessment with the students, on the total degree of the axis of the skill of assessment of students and ten terms, (3,22 t =) is a statistical function, since the value of the significance (Sig) is less than the level of significance used α (0, 01) $P = 0,002 < 0,01$

The skills of dealing with students fairly, avoiding students' scolding during the discussion, communicating outside of class time at high levels and with arithmetic averages (3,86; 3,79; 3,56)

respectively; The students' opinions and ideas, guarding the building of bridges of confidence, provide an educational environment that allows for the freedom of expression(except at intermediate levels, with arithmetical averages (3,14; 2,96; 2,90; 2,85) respectively; The remaining two have a low level with communication skills As shown by the application of t-test on most expressions of communication skill axis, there are statistically significant differences. The values of (t) ranged from (07.60 ~ 04.73). Most of them are statistically significant since the value of Sig is less Of the significance level of 0.01 $P = 0.00 (<0.01)$. While the differences were in the following phrases :respects the views and ideas of students, , Has a clear and audible voice, provides an educational environment that allows freedom of expression,, builds of bridges of confidence which were not statistically significant, since the value of the sign (Sig) is greater than the level of significance adopted $\alpha \leq 0,05$ $P = 0,772 ; 0,316; 0,308; 0,502$.

Therefore, from the results of Table (08), we accept the assumption that the teachers of the physical education department at the Institute of Science and Technology of physical and sports activities at the University of Maseela are characterized by high communication skills with the students. Therefore, we can say that the first hypothesis of the research is achieved.

9-2-Introducing and analyzing the results of the second hypothesis : The teachers of the Department of Physical Education at the Institute of Science and Technology of Physical and Mathematical Activities at the University of Maseela are characterized by the skill to provide and implement the teaching successfully, to verify the validity of the hypothesis, to explain the response to the questionnaire of teaching performance, and to know the level of skill in providing and implementing teaching with students; The likely averages of the five-digit Likert have been adopted according to the following test:

Table (09): The key to the fields of skill of providing and implementing teaching with students.

likely arithmetic mean	Levels of providing and implementing teaching Skill
1,80 - 01,00	Completely unsuccessful
2,60 - 1,81	Unsuccessful
3,40 - 2,61	Acceptable
4,20 - 3,41	Successful
5,00 - 4,21	Very successful

Note that the length of the user period is.5/4 0,8 =

To test this hypothesis statistically, we used the T-test for one sample to test the significance of the differences between the arithmetical averages of all the terms of the presentation and implementation of teaching with the students as well as the total degree of the axis and the average mean of the responses of the study members (03 In the table above, the arithmetical

averages and standard deviations of the terms of presentation and implementation of the teaching performance questionnaire as well as its overall score were calculated; The level and level of each statement was determined by the skill of introducing and implementing the teaching; the t-test was then calculated to indicate the differences between the arithmetical averages of skills and the hypothesised mean. The results are as follows:

Table (10): Levels of skill in providing and implementing teaching with students. (Df = 71; n = 72, hypothesised mean = 3

The Statistical significance		T- test value	The level of the skill	The Rank	The standard deviation	average mean	Axes	
decision	sig							
insignificant	,498	,681	Acceptable	08	1,212	3,10	elements of the lecture are sequential and logical	11
insignificant	,327	-,988	Unsuccessful	10	1,074	2,88	invests the teaching time in what is useful	12
significant	,011**	2,612	Acceptable	06	1,128	3,35	depends on modern teaching procedures	13
insignificant	,126	1,548	Acceptable	07	1,295	3,24	activates the role of students during teaching	14
significant	,001**	3,318	Acceptable	05	1,030	3,40	draws students' attention in a variety of ways during teaching.	15
significant	,000**	6,733	successful	02	1,120	3,89	Asking multiple specific and thought provoking questions questions.	16
significant	,000**	5,630	successful	03	1,256	3,83	to teach the skill and how to teach it.	17
significant	,000**	5,546	successful	04	1,148	3,75	to involve everyone in the discussion and not to be excluded	18
insignificant	,683	,410	Acceptable	09	1,437	3,07	, connects the students previous competencies and the newly acquired to reach the goal	19
significant	,000**	7,600	successful	01	1,132	4,01	Highlights the main points in the lecture	20
significant	,000**	7,381	successful		,51894	3,45	The total degree of the axis	

It seems clearly from the previous table (10) that the teachers of the Physical Education Department at the Institute of Science and Technology of Physical and Sports Activities at the University of Maseela are characterized by the skill of delivering and implementing successful teaching with the students, on the total degree of the axis of the delivery and implementation of teaching with the students and the ten phrases, where the skill was successful with an average of 3 (T = 7,38) is statistically significant since the value of the sign (Sig) is less than the significance level Approved.

$P = 0,000$ $\alpha = 0,01 < 0,01$. The terms of the presentation and implementation of teaching were also varied levels, the expression at the top of the order list were Highlights the main points in the lecture by an arithmetic mean of $(4,01 \pm 1,13)$ At a successful level, then came the phrase Asking multiple specific and thought provoking questions, ensures to teach the skill and how to teach it, to involve everyone in the discussion and not to be excluded Also at successful levels and with arithmetic averages

(3,75 ;3,83 ;3,89) Respectively ;While the not contributing words draws students' attention in a variety of ways during teaching, depends on modern teaching procedures, activates the role of students during teaching, the elements of the lecture are sequential and logical) were with acceptable levels, with arithmetical averages(3,10 ;3,24 ;3,35 ;3,40) Respectively ; and the expressions with the following numbers (19 ,14 ,12 ,11) were generally With acceptable level for teaching and teaching skills. As shown by the application of t-test on most of the expressions of the axis of the skill of delivery and implementation of the teaching that there are differences of statistical significance, where the values of (t) between (07.60 ~ 0.98) and most of them Statistically significant as the value of the sign (Sig) Below the level of significance used $P = 0,00$. ($0,01 \alpha \leq 0,01$) While the differences came in: . invests the teaching time in what is useful, activates the role of students in teaching, connects the students previous competencies and the newly acquired to reach the goal Is not statistically significant, since the value of Sig is greater than the level of significance used $P = 0,498 ; 0,327 ; 0,126 ; 0,683 > 0,05$

Accordingly, from the results of Table (10), we accept the assumption that the teachers of the physical education department of the Institute of Science and Technology of Physical and Sports Activities at the University of Maseela are skilled in providing and implementing teaching successfully with the students. Therefore, we can say that the second hypothesis of research is achieved.

9-3-Introducing and analyzing the results of the third hypothesis : The teachers of the physical education department at the Institute of Science and Technology of Physical and Sports Activities at the University of Masila are characterized by good evaluation skills with the students, to verify the validity of the hypothesis, to explain the response to the questionnaire of the teaching performance and to know the level of skill of the assessment of the students; calculation of the arithmetic mean of the axis of the calendar and the total degree of the axis; The weighted averages of the five-digit Likert are calculated according to the following test:

Table (11): The key to areas of student assessment skill.

likely arithmetic mean	Levelsof evaluation skill
1,80 - 01,00	Very low
2,60 - 1,81	Low
3,40 - 2,61	Medium
4,20 - 3,41	Good
5,00 - 4,21	Vey good

Note that the length of the user period is $4/5$ ie = 0.80.

To test this hypothesis statistically, we used the T-test for one sample to test the significance of the differences between the arithmetical averages of all the students' evaluation axis expressions as well as the total degree of the axis and the hypothesised mean of the responses of the study subjects (03); the following table shows our findings.

Table (12): Levels of student assessment skills Df = 72; n = 72, hypothesised mean = 3)

The Statistical significance		T- test value	The level of the skill	The Rank	The standard deviation	the average mean	Axis	
decision	Sig							
significant	,000**	4,469	good	03	,949	3,50	The exam take into consideration individual differences among students	01
significant	,000**	4,459	good	02	1,110	3,58	The exam questions are interrelated and gradual	02
significant	,027**	2,262	Medium	04	1,146	3,31	Clarify the evaluation scale for the module to the students	03
insignificant	,669	,429	Medium	07	1,099	3,06	conducts the examinations, corrects and announces the marks on time	04
insignificant	,057	1,933	Medium	05	1,097	3,25	allocates sufficient time for the practical work	05
insignificant	,728	-,349	Medium	08	1,013	2,96	formulates the exam in terms that are easy to perceived and understood	06
significant	,000**	-3,811	Medium	10	1,113	2,50	Practical examinations are related to teaching content in practical work	07
significant	,028**	-2,243	Medium	09	1,208	2,68	Balance type and number of questions with the time given	08
significant	,000**	5,274	good	01	1,050	3,65	on the skillful and technical aspect of the applied work	09

insignificant	,691	,399	Medium	06	1,476	3,07	discusses students answers during the consultation,	10
significant	,002**	3,224	Medium		0,409	3,15	The total degree of the axis	

** significance at 0.01

The table above calculates the arithmetical averages and the standard deviations of the terms of the student's evaluation scale as well as the overall grade. The rank and level of each of the students' evaluation axis expressions were then determined. The t-test was then calculated to indicate the differences between the arithmetic averages of the skills and the hypothesised mean . The results are as follows: It is clear from the previous table (12) that the teachers of the physical education department at the Institute of Science and Techniques of physical and sports activities at the University of Msila are characterized by a good skill of assessment with the students, on the total degree of the axis of the skill of assessment of students and ten terms, The value of (t = 3,22) was statistically significant since the value of the sign (Sig) was less than the level of significance adopted $\alpha=0,01$, $P = 0,002 < 0,01$

The expressions of the skill of evaluating the students are with different levels, the expressions at the top of the order list were: Focuses on the skillful side and the technical aspect of the applied work with an average of (3.65 ± 1,050) and a good level; Then came the following skills : the exam questions are interrelated and gradual, ensuring that the exam takes into consideration the individual differences among students, at good levels also and with arithmetic averages (3,58; 3,50) Respectively; while the skills which did not contribute were : Clarifies the evaluation scale for the module to the students, allocates sufficient time for the practical work, to discuss the students' answers during the consultation, conducts the examinations, corrects and announces the marks on time, formulates the exam in terms that are easy to be perceived and understood at moderate levels with With arithmetic averages :(3,31, 3,25; 3,07; 3,06; 2,96), respectively. As shown by the application of test (t) on most expressions of the axis of the skill of the evaluation that there are differences of statistical significance, where the values of (t) ranged between (5,274 ~ -3,811) and most of them were statistically significant as the value of the sign (Sig) is below the level of significance used

While the differences in each of the expressions: conducts the examinations, corrects and announces the marks on time, allocates sufficient time for duty in the work directed, formulates the exam in terms that are easy to be perceived and understood , discusses students answers during the consultation, Is not statistically significant, since the value of Sig is greater than the level of significance used $P = 0,691; 0,66 ; 0,057; 0,728 > 0,05 \alpha \leq 0,05$

Therefore, in Table 12, we reject the assumption that the teachers of the physical education department at the Institute of Science and Technology of Physical and Sports Activities at the University of Mesila are characterized by a good skill of assessment for students and accept the zero hypothesis that the skill of evaluating students is average among most professors. We say that the third hypothesis of the research is not realized.

9-4-introducing and analyzing results of the general hypothesis:

From the foregoing, the results of the three partial hypotheses (Tables 08,10,12) are presented. The general hypothesis that teachers s of the Department of Physical Education at in the Institute of Science and Technology of Physical Activities of the university of Msila are doing their teaching duties in an acceptable way from the students' point of view; To test this hypothesis statistically, we used a T-test for one sample to test the significance of the differences between the arithmetic mean scores of the total score of the teaching performance questionnaire and its three axes and the hypothesised mean of the responses of the study members (03); the following table shows our findings

Table (13): The level of teaching performance of the teachers of the Department of Physical Education Df = 72; n = 72, hypothesised mean = 3)

The Statistical significance		T- test value	The level of the skill	The Rank	the standard deviation	the average mean	Axes	N
decision	sig							
significant	,004**	2,99	high	02	,051	3,43	The communication	01
significant	,000**	7,38	successful	01	0,52	3,45	The skill of delivering and implementing	02
significant	,002**	3,22	medium	03	0,41	3,15	The evaluation skill	03
significant	,000**	5,22	acceptable		,390	3,25	The total degree of teaching performance questionnaire	

** significant at of 0,01

10-Discuss hypotheses in the light of the findings:

10-1-Discussion of the results of the first hypothesis: The second year Master Students of Science and Technology Institute of physical activities of the Department of Physical Education see that the teachers have a high performance for the communication skill with students. It is clear from the results of Table .number (08) that in the communication axis were most of the results were

significant. This proves the validity of the first partial hypothesis. This is due to the efficiency of the teachers and their awareness of the importance of this skill in the success of a successful learning process. This encourages the students school attendance and their academic achievement which is consistent with the results of the study (Sukhran, 1987), that university students have a positive image of the university professor with regard to ethics, dealing, and teaching methods. As for paragraph (06.08) respect for the views and ideas of students, providing an educational environment that allows freedom of expression came out is not valid, and this is different with the results of the study (Yassin, 1986) Which found that the success of the faculty member is to be competent and skilled in the studied subject, organization of work, punctuality and respect for the views of students.

10-2-Discuss the results of the second hypothesis: The second year Master Students of Science and Technology Institute of physical activities of the Department of Physical Education see that the teachers have a successful performance for the skill of delivering and implementing teaching. It is clear from the results of Table (10) that in the axis of the delivery and implementation of teaching, most of the results were significant and this is the basis of the validity of the second partial hypothesis. This is due to the knowledge of ways and methods that enable for the good preparation for the teaching process and implementation concerning the nature of the composition and the materials they teach, which provides them with more experience in this field. This is consistent with the results of a study (Palm, 1989), Which aimed to identify the basic characteristics of the university efficient teacher efficient in explaining the article using real examples, Presenting views in a logical and sequential manner, Provide detailed content for the programme at the beginning of the semester, organize learning positions that are Consistent with students' needs, and use a variety of teaching methods. As for paragraph 11,14,12, Respect students' opinions and ideas, Provides an educational environment that allows freedom of expression it were insignificant. And this is what differs with the results of the study study (Yassin, 1986) Which found that the success of the faculty member is to be competent and skilled in the studied subject, organization of work, punctuality and respect for the views of students.

10-3-Discuss the results of the third hypothesis: The second year Master Students of Science and Technology Institute of physical activities of the Department of Physical Education see that the teachers perform well for the skill of the evaluation. It is clear from the results of Table (12) that in the axis of the evaluation skill most of the results were significant and this proves the validity of the third partial hypothesis, This is due to experience, knowledge and familiarity with the evaluation process and its role in the success of the teaching process. This is consistent with the results of the study (Chekhibi, 1991), The most important personal and professional qualities of the university r, is unpretentiousness, and justice in the calendar. With regard to paragraph (04.05.06):

Examinations and correction , to correct and to announce the marks on time, to formulate the exam in terms that are easy to be perceived and understand all of them were insignificant , This is different with the results of the study (Yassin, 1986) Which found that the success of the faculty member is to be competent and skilled in the studied subject , organization of work, punctuality and respect for the views of students.

11-General conclusions and suggestions:

11-1-General conclusions :

- The existence of communication among teachers are the main determinants of the occurrence and success of educational learning process according to the view of the students because they are more knowledgeable for the university teachers in general and the teachers of the Department of Physical Education in particular, which enable them to properly judge his teaching performance.
- The teachers s are more qualified which enable them to deliver and implement teaching successfully.
- The teachers are more competent and qualified to carry out the evaluation process well and effectively.

11-2-Suggestions :

- The need to pay attention and focus on the study of other aspects of the process of evaluation of teaching at the university, as a self-assessment and administrative evaluation.
- To Include the subject of evaluation of performance in all aspects of access the quality in the university institutions in the curricula of teaching methods.
- To Work hard during the formation of teachers so as to provide teachers with strong and balanced personality and to supply them with all the methods and techniques that allow them and implement and evaluate the educational process of learning.
- To benefit from the list of the academic performance evaluation of this study in the field of evaluating the teachers in the teaching performance.

The Future Prospects :

- To Conduct a similar study covering all the assessments of teaching performance not covered in the present study.
- To study the differences in the evaluation of teaching performance according to other variables such as age, experience, level, etc.

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الملخص

هدفت هذه الدراسة إلى معرفة الأداء التدريسي من وجهة نظر طلبة السنة الثانية ماستر لأساتذة قسم التربية البدنية بمعهد علوم و تقنيات النشاطات البدنية و الرياضية بأبعاده الثلاثة بعد الاتصال و التواصل , تقديم و تنفيذ التدريس و التقييم. وانطلاقاً من ان عملية التقييم بشكل عام ضرورية بوصفها جزءاً لا يتجزأ من عملية التطوير في أي مجال من مجالات المجتمع الحيوية، وفي مقدمته الجامعات.

ولان الطالب الجامعي هو أكثر الأشخاص اطلاعاً ومعايشةً لأستاذ الجامعة؛ مما يمكنه من الحكم الصحيح على أداءه التدريسي الذي يمثل

في تفعيل العملية التعليمية داخل مؤسسات التعليم العالي باعتباره أحد الأركان الأساسية والمحورية التي يستند إليها البناء الجامعي، جاءت الدراسة لإتاحة الفرصة لأستاذ الجامعة وإدارتها للتعرف على نواحي القوة وتشجيعها، والوقوف على نواحي الضعف لعلاجها من خلال استطلاع وجهة نظر طلبة السنة الثانية ماستر للاداء التدريسي لأساتذة قسم التربية البدنية بمعهد علوم وتقنيات النشاطات البدنية والرياضية بجامعة محمد بوضياف المسيلة.

وأخيراً للتأكد من تمتع أداة القياس المستخدمة بالخصائص السيكومترية اللازمة؛ تكونت عينة الدراسة من (72) طالب سنة ثانية "ماستر" من قسم التربية البدنية بمعهد علوم وتقنيات النشاطات البدنية والرياضية بجامعة محمد بوضياف المسيلة، وزع عليهم استبيان تقويم الأداء التدريسي؛ وتم استخدام المنهج الوصفي. وتوصلت الدراسة الحالية إلى عدة نتائج أهمها:

ان وجود الاتصال والتواصل وتنفيذ وتقييم و التقويم لدى الأساتذة من المحددات الأساسية لحدوث ونجاح العملية التعليمية التعلمية وهذا حسب وجهة نظر الطلبة لانهم أكثر اطلاعا ومعايشة للأستاذ الجامعي بصفة عامة وأستاذ قسم التربية البدنية بصفة خاصة؛ مما يمكنه من الحكم الصحيح على أدائه التدريسي.

الكلمات الدالة: تقويم الأداء التدريسي؛ الأستاذ الجامعي؛ الإتصال والتواصل؛ تقديم وتنفيذ التدريس؛ التقويم