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Abstract:

The study aims to determine the reflection of the efficiency of physical education teachers on the choice of teaching methods to develop motivation for achievement among students. For this purpose, a random sample of 30 physical education teachers was selected, and a descriptive approach was used by distributing a questionnaire to the teachers. The study found that the athletic efficiency of physical education teachers is related to the choice of teaching methods, and that the personality of the physical education teacher plays a role in choosing the teaching method to increase motivation for achievement. The pedagogical formation of physical education teachers also plays a role in choosing the teaching method to increase motivation for achievement among secondary school students. Additionally, the study found that the orientations of physical education teachers differ in testing teaching methods to develop motivation for achievement.

Finally, the study showed that the efficiency of physical education teachers reflects on the choice of teaching methods to develop motivation for achievement among secondary school students. Therefore, the recommendations include encouraging teachers and students to have a deep understanding of various teaching methods for physical education and sports to develop achievement among students at all educational levels. It is also necessary for the administration and officials to give full attention to physical education teachers by providing sufficient playgrounds, equipment, tools, and pedagogical means for teachers to work in the best conditions.

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Introduction:

Schools are among the most effective educational institutions that play a crucial role in building any nation, in all aspects, as they play fundamental roles in nurturing and educating generations in any society, according to its values and goals. The effectiveness of schools increases as the attention given to the different groups within them, including teachers and students, increases. In addition to the prescribed curriculum, which plays a crucial role in developing students' talents, some subjects such as art, music, and physical education are of great importance in the lives of individuals and societies, which advanced communities pay great attention to.

Among the modern sciences that have begun to gain popularity at both professional and recreational levels, and in other fields, which countries seek to update their concepts and knowledge, and which contribute to the development and preparation of a good citizen, we find physical education and sports, which are among the most important modern sciences and one of the most important scientific fields that all nations have flourished in. This is what distinguishes it from other sciences, and its relevance is both human, biological, social, intellectual, and medical. Thus, we can say that the concept of contemporary physical education and sports and its meaning goes beyond just being some games and exercises that some believe students or pupils must perform weekly.

Current evidence suggests that physical education provides many benefits and positive outcomes for students, such as high levels of physical activity, fitness, basic movement skills, and improved cognition (Howells, 2019; García-Ceberino et al., 2022; Peralta et al., 2020).

Several studies have shown that positive experiences (enjoyment, learning, preparedness, etc.) in physical education classes may help improve students' intention to be more active outside of the classroom. On the contrary, negative experiences (boredom, inefficiency, frustration, etc.) in this context may lead to the abandonment of physical activity and sports (Beltrán-Carrillo et al., 2012; White et al., 2020).

Furthermore, the physical education and sports teacher is a crucial factor and a cornerstone in the educational process. An effective teacher can have a positive impact on their students and play an

important role in building the community's progress through proper education of the youth. This depends largely on the teacher's professional competencies, which help them perform their tasks successfully, keep up with exemplary practices, and show a desire to develop their professional skills and educational competence (Al-Khouli, 2002, p. 409). Therefore, the teacher of this subject should make additional efforts and possess a set of qualities and characteristics that make them competent in their profession. The effectiveness of the physical education and sports teacher is evident in several situations, such as their choice of teaching methods. These methods are one of the main pillars of effective teaching in the field of physical education. The optimal use of these methods is an urgent necessity for their success, as teaching is one of the most difficult professions because it deals with complex and diverse organisms. The teacher is the link between themselves and their students and includes a range of educational and learning situations. Good teaching methods require clarity, applicability, and a teacher who can choose the method according to the goal (Atallah, 2006, p. 39).

Since human beings by nature do not accept any action or activity unless it interests or attracts them, the topic of motivation is considered one of the important topics in the field of education in general and physical education and sports in particular. It plays an important role in the amount of effort students put into their physical education classes. Motivation is important in physical education because if a student increases their motivation in physical education class, it will have a positive effect on their physical activity during their free time (Garn et al., 2014). There is no doubt that motivation cannot arise in a vacuum, so there are factors behind its development and influence, and the most prominent of these is the physical education and sports teacher (AL-Shaahid, 1997, p. 04). Although students' motivation for learning can be intrinsic or extrinsic, the role of the teacher in supporting their learning and creating a suitable environment will enhance their motivation for learning (Singh & Singh, 2021). The psychological and social climate provided by a competent teacher can play an important and fundamental role in motivating students to learn. Learning theories have confirmed that the learner does not respond to the subject without motivation, as each student has a set of aspirations and desires that make them different from others. Therefore, the motivation of the studying teenager plays an important role in the learning process (Frouja, 2012, p. 18).

The methodology used by teachers in their classrooms is very important for student learning. Therefore, teaching methods in physical education are necessary to implement activities that aim to achieve teaching goals, increase student motivation, and try to attract them to more interest in the subject. Many studies have indicated that the level of learning effort can be affected by teaching strategies adopted by the teacher (Cheon & Reeve, 2015; Liukkonen et al., 2010; Tessier et al., 2010). Rahmat and Jannatin (2018) Confirmed the strong relationship between a teacher's teaching style and learning motivation. There is also a strong relationship between the teaching style of physical education teachers and students' motivation to learn movement (Mauludin & Abduljabar, 2021).

The efficiency of the teacher in choosing teaching methods and the motivation of students to achieve represent the core of the teaching process for physical education as it connects two important variables that represent the cornerstone of the educational process: the interaction between the teacher and the students. Teaching has become a necessity in the educational work and it depends on a set of data (objectives, content, teaching methods, learning tools, educational activities, and evaluation). On the one hand, we care about the teacher and try to identify his/her problems and work on solving them, thus achieving his/her efficiency and motivation to work. On the other hand, we care about the studying teenager and work on understanding him/her and his/her problems in order to achieve his/her desire and motivation to learn everything related to physical education and sports theoretically and practically with the help of the teacher.

Especially since the teaching style has become the determining factor in the type of behavior that the teacher can adopt with his/her students, and this affects the personality of the student and develops his/her motivation. With the increasing interest in physical education and its role in the academic achievement process of the student, it was necessary to study the importance of interaction through teaching methods of the teacher in developing learning motivation and the desire for academic achievement. The most important thing that contributes to the choice of teaching style, which greatly contributes to the development of achievement motivation, is the efficiency of the teacher.

For this reason, this study entitled "Efficiency in Choosing Teaching Methods for Physical Education: Athletic Achievement Motivation as a Result" aims to determine the extent to which the teacher's competent choice of teaching methods contributes to the development of achievement motivation among secondary school students.

- **Research Procedures**

Methodology

Research methodologies vary depending on the research problem and objectives, as well as the required research. Researchers can follow different scientific methods. Therefore, given the nature of our topic, which is "Efficiency in selecting physical education teaching methods: Motivation for athletic achievement as a result," we decided to adopt the descriptive methodology as it is suitable for the current study's nature.

Community and Sample

Our current study's community can be identified as all physical education and sports teachers in the secondary stage of the Bouira state in Algeria. To achieve accurate and objective results that match reality, we randomly tested the research sample from several secondary schools. The sample consists of 30 individuals, i.e., 30 teachers.

Research Tools

In our research, we used the questionnaire form as the optimal and most effective method to verify the problem we posed. The questionnaire's questions were prepared to be comprehensive for studying the problem that the research seeks to address. The questionnaire included a list of 24 questions divided into four main axes. When formulating the questions, we ensured that they were clear, easy, and related to the objectives to be achieved. We ensured the questionnaire's validity by submitting it to a group of referees and modifying it by changing some questions, deleting some, and adding others. Our study's questionnaire was reviewed by professors and doctors from the Institute of Physical Education and Sports Sciences and Technologies.

Statistical Methods

In our research, we used the following statistical methods: percentage and chi-square test.

- **Presentation and Analysis of Results**

Note: Only some questionnaire questions were presented.

Question: What teaching style do you see as appropriate in teaching physical education and sports?

Table (01): represents the frequencies, percentages, and chi-square values for the previous question

Answer	Frequency	%	Computed Chi-Square	Tabulated Chi-Square	Degrees of Freedom	Sig Leve	Sig
Command Style	6	20%	17.46	7.81	3	0.05	Sig
Training Style	8	27%					
Interactive Style	16	53%					
Other	0	0%					
Total	30	100%					

Source: Prepared by the researcher based on the outputs of SPSS v.26.0

Through statistical analysis, it was found that 53% of the research sample answered with "Interactive Style," 27% of the teachers answered with "Training Style," and 20% answered with "Command Style." The computed chi-square value was 17.46, which is greater than the tabulated chi-square value at a significance level of 0.05 and degrees of freedom of 3. Therefore, we conclude that the interactive style is the most appropriate teaching style for physical education and sports, according to the teachers' responses.

Question: Do you find it difficult to apply your teaching style in the competency-based approach?

Table (02): represents the frequencies, percentages, and chi-square values for the question.

Answer	Frequency	%	Computed Chi-Square	Tabulated Chi-Square	Degrees of Freedom	Sig Leve	Sig
Sometimes	20	67%	15.2	5.99	2	0.05	Sig
Always	6	20%					
Never	4	13%					
Total	30	100%					

Source: Prepared by the researcher based on the outputs of SPSS v.26.0

Through statistical analysis, it was found that 67% of the research sample answered "sometimes," while the answer "always" was 20%, and "never" was 13%. The calculated chi-square value was 15.2, which is greater than the tabulated chi-square value at a significance level of 0.05 and 2 degrees of freedom. Therefore, we can conclude that teachers sometimes find it difficult to apply their teaching style in the competency-based approach.

Question: What is your impression of your students after a period of teaching?

Table (03): represents the frequencies, percentages, and chi-square values for the question

Answer	Frequency	%	Computed Chi-Square	Tabulated Chi-Square	Degrees of Freedom	Sig Leve	Sig
characterized by activity and vitality	30	100%	30	3.84	1	0.05	Sig
Dryness and stagnation	0	0%					
Total	30	100%					

Source: Prepared by the researcher based on the outputs of SPSS v.26.0

Through statistical analysis, it was observed that 100% of the teachers had a positive impact on their students, where they became more active and energetic. The percentage of teachers who did not have an impact on their students was 0%. The calculated chi-square value was 30, which is greater than the tabulated chi-square value at a significance level of 0.05 and 1 degree of freedom. Therefore, we can conclude that the majority of teachers had a positive impact on their students.

Question: What are your methods for motivating students?

Table (04): represents the frequencies, percentages, and chi-square values for the question

Answer	Frequency	%	Computed Chi-Square	Tabulated Chi-Square	Degrees of Freedom	Sig Leve	Sig
Increase in grades	4	13%	62.26	7.81	3	0.05	Sig
Dialogue	26	87%					
Giving freedom to the student	0	0%					
Nervousness	0	0%					
Total	30	100%					

Source: Prepared by the researcher based on the outputs of SPSS v.26.0

Through statistical analysis, it was observed that 87% of the teachers rely on dialogue to motivate their students, while 13% rely on increasing grades, and 0% rely on being nervous and leaving freedom. The calculated chi-square value was 62.26, which is greater than the tabulated chi-square value. Based on the results, we can conclude that the majority of teachers use dialogue to motivate students to work hard and be diligent.

Question: Are you familiar with the topic of teaching methods?

Table (05): represents the frequencies, percentages, and chi-square values for the question

Answer	Frequency	%	Computed Chi-Square	Tabulated Chi-Square	Degrees of Freedom	Sig Leve	Sig
Yes	28	93%	22.53	3.84	1	0.05	Sig
No	2	7%					
Total	30	100%					

Source: Prepared by the researcher based on the outputs of SPSS v.26.0

Through statistical analysis, it was found that 93% of the research sample answered "yes," while 7% answered "no." The calculated chi-square value was 22.53, which is greater than the tabulated chi-square value. Therefore, we can conclude that most teachers are familiar with the topic of teaching methods.

Question: Do you have theoretical knowledge on how to stimulate students' interests?

Table (06): represents the frequencies, percentages, and chi-square values for the question

Answer	Frequency	%	Computed Chi-Square	Tabulated Chi-Square	Degrees of Freedom	Sig Leve	Sig
Yes	30	100%	30	3.84	1	0.05	Sig
No	0	0%					
Total	30	100%					

Source: Prepared by the researcher based on the outputs of SPSS v.26.0

Through statistical analysis, it was found that 100% of the research sample answered "yes," while 0% answered "no." The calculated chi-square value was 30, which is greater than the tabulated chi-square value at a significance level of 0.05 and 1 degree of freedom. Therefore, we can conclude that teachers have theoretical knowledge on how to stimulate students' interests.

Question: Do you think that the teaching style you follow develops students' achievement motivation?

Table (07): represents the frequencies, percentages, and chi-square values for the question.

Answer	Frequency	%	Computed Chi-Square	Tabulated Chi-Square	Degrees of Freedom	Sig Leve	Sig
Yes	28	93%	22.53	3.84	1	0.05	Sig
No	2	7%					
Total	30	100%					

Source: Prepared by the researcher based on the outputs of SPSS v.26.0

Through statistical analysis, it was found that 93% of the research sample answered "yes," while 7% answered "no." The calculated chi-square value was 22.53, which is greater than the tabulated chi-square value. Therefore, we can conclude that the teaching style followed by teachers develops students' achievement motivation.

Question: Based on your experience, what is the most effective method for developing students' achievement motivation?

Table (08): represents the frequencies, percentages, and chi-square values for the question.

Answer	Frequency	%	Computed	Tabulated	Degrees of	Sig	Sig
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				Chi-Square	Chi-Square	Freedom	Leve	
Discipline and strictness	8	27%	1.2	5.99	2	0.05		Not Sig
Allowing them to interact with each other	14	46%						
Opening up a space for freedom	8	27%						
Total	30	100%						

Source: Prepared by the researcher based on the outputs of SPSS v.26.0

Through statistical analysis, it was found that 46% of the research sample answered "allowing them to interact with each other," while the answers "discipline and strictness" and "opening up a space of freedom" were 27% each. The calculated chi-square value was 1.2, which is less than the tabulated chi-square value at a significance level of 0.05 and 2 degrees of freedom. Therefore, we can conclude that the most effective method for developing students' achievement motivation is the method that allows them to interact with each other.

• Discussion

Based on the results obtained, which aimed to achieve the study's goal and where we find that most of the teachers' answers were in the same direction, previous studies and researchers' opinions in this field confirm it. Zawy & Zawy (2022) believes that the cognitive and professional efficiency of the teacher has a role in reducing the psychological pressures on students, as well as motivating them and increasing their achievement motivation. Qandil et al. (1998) mentions that in order for the teacher to push his students towards learning, he must use different and multiple methods and techniques, which requires the teacher to be familiar with how learning occurs from the students' side, and the speed of achieving the goal of the learning process, which is mastering and consolidating performance, as well as providing different means and methods to take into account individual differences among students. In light of this, motivation, from William (1983) point of view, affects both learning and performance levels, and arousing motivation in the learner to achieve a high level of achievement represents a high degree of educational duties, considering that athletic achievement requires the individual to acquire physical, skillful, and strategic aspects of performance, and then motivation plays a role in urging to make more effort to achieve the best athletic levels. This is consistent with the results of several studies that stated that teaching using the teaching methods used has a positive effect

on learning motor skills and achieving a better numerical level, which indicates that the physical education teacher's efficiency is related to the choice of teaching methods.

A study by Wadih and Muhammad (2014) found a negative correlation between the aggressiveness trait of the teacher's personality and the level of ambition motivation among students, as well as a positive correlation between the calmness trait of the teacher's personality and the perseverance motivation among students. There was also a positive correlation between the social trait of the physical education teacher's personality and the achievement behavior motivation for students. This is consistent with the study by Hazrashi (2022), which found a relationship between the personality style of the physical education teacher and the achievement motivation of secondary school students. The study by Kohli and Soleimani (2022) found a correlation between students' learning motivation during physical education classes and the teacher's personality style, which increases with a relaxed teacher style and decreases with a nervous teacher style. These findings are consistent with the results of our study.

These results are consistent with what was indicated in the study by Rubio (2009) that effective teaching is not an easy task, it is complex and difficult by nature. Effective teaching requires a lot of time, good professional skills, and personal skills to be acquired inside and outside the classroom, knowledge of content, good planning, clear goals and objectives, good communication, and good management and organization of classrooms. All of these factors are necessary for effective teaching.

Al-Khouli (2002) Mentions that the physical education teacher is one of the most prominent members of the teaching staff in the school community and has an impact on shaping high values among students. His role is not limited to physical activity only, but depends on a balance between students' interests and their personal abilities in providing educational duties within a physical and athletic framework that targets growth and adaptation. The teacher is characterized by the acquisition of skills and abilities by the student, and this is due to the teacher's personality and its impact on the student. It has also been shown that the personality of the physical education teacher has a role in choosing the teaching style to increase the motivation of secondary school students towards achievement.

There is no doubt that pedagogical training has a role in choosing the teaching style. Sayed (1988) Mentions that the connection between stimulus and response is strengthened by repeated use. Often, mastering a certain athletic skill through continuous repetition and practice has a positive effect on learning it. AL-Shaahid (1997) also points out that the teaching methods in the field of physical education are one of the educational subjects that have special methods characterized by their language, principles, functions, and educational and human fields that are concerned with the learner. The teacher in this field is considered the main pillar, as he is responsible for preparing the ways for the learner's success with the least effort towards effective practice. This depends on choosing the teaching style that suits the age group that the teacher

deals with. Therefore, the pedagogical training of the physical education teacher has a role in choosing the teaching style to increase the motivation of secondary school students towards achievement.

A study by Theodosiou et al. (2016) found that the interactive teaching style had a positive effect on the enjoyment, interest, and effort of learners during physical education classes. The study by Kermiche and Yaagobi (2019) found that the interactive method had a better effect than the traditional method in developing achievement in physical education among preparatory stage students.

Research has also indicated that the directive teaching style is one of the most effective teaching styles in achieving goals, and is often related to students with low skill levels, as it is one of the most commonly used styles (Boyce, 1992; Cothran, et al., 2005; Harrison et al., 1995). On the other hand, other researchers, such as Morgan et al. (2005) and Salvara et al. (2006), believe that guided discovery and interactive teaching styles are among the styles that have a significant impact on teaching. Other studies claim that traditional styles, such as the directive style, provide less cognitive and emotional responses and are less motivating for students, which leads to negative attitudes towards them among teachers (Isaza & Henao, 2012; Morgan et al., 2005). According to Cothran et al. (2005) and Curtner-Smith et al. (2001), the training style, unlike the directive style, is another commonly used teaching style because it is the most effective in learning athletic skills.

It can be said that the use of teaching styles is important in physical education lessons because they affect student learning and motivation (Cothran et al., 2005; Morgan et al., 2005; Salvara et al., 2006), as well as academic achievement (Isaza & Henao, 2012). However, teachers prefer to use different teaching styles in physical education classes because it facilitates achieving goals (Cothran et al., 2005). Teachers should encourage students to participate in their own learning, in order to increase their educational potential and preference for comprehensive education and motivation (Goudini et al., 2019; Smith, 2000). It has been shown that the attitudes of physical education teachers differ in choosing the teaching style to develop achievement motivation.

• Conclusion

In conclusion, the physical education teacher is the crucial factor in achieving the teaching process and the main pillar in the educational process, by engaging students, strengthening their desire, and motivating them to work and be more active during class. A competent teacher is the one who has a positive impact on their students, in addition to the role they play in building society and advancing it through proper education of the youth. This depends largely on the professional competencies that this teacher possesses, which help them to perform their task successfully. The teacher should be familiar with exemplary applications and methods, and show a willingness to develop their professional and educational skills.

Undoubtedly, effective teaching in the field of physical education and sports requires understanding everything related to the teaching process, in order to create learning in a scientific way that avoids randomness. Physical education teachers must know and understand the various paragraphs that decisions are made for, whether by the teacher or the learner. It is better to know a lot about the teaching process and the various factors that affect it, in order to make it easier for us to talk later about teaching methods. This is because teaching methods and physical education lessons currently do not receive enough attention from all aspects when compared to other curriculum subjects. Therefore, it is difficult for them to achieve a rank equal to that of other subjects without doubling the efforts of those responsible for them to develop their theoretical and scientific concepts, and activate the reality of these lessons to achieve their curriculum goals better. For this reason, it was necessary in the field of teaching, especially in physical education and sports, to search for a new outlet and a different position that achieves new and renewed educational goals. The idea of modern teaching methods for Moscow Muston emerged, where he says: "The birth of the methods in physical education brought with it joy and distress for any new idea or concept that challenges existing knowledge and perspectives." However, the range of methods has expanded over the years in terms of their theoretical perceptions of the teaching process and their application to the teaching process.

In conclusion, we say that these results always remain relative because they are limited to a sample only, but they were conducted with complete credibility and transparency, which we hope we have succeeded in to some extent. It is the fruit of the beginning of the work of novice researchers in the sports field.

- **Suggestions and Recommendations**

At the end of this study, based on the results that have been reached, discussed, and interpreted, or through what can be inferred from the literature on the subject, the following recommendations can be made:

- ✓ Encourage teachers and students to have a deep understanding of the various teaching methods in physical education and sports in order to develop students' achievement motivation.
- ✓ Compare different teaching methods to prove their effectiveness in developing achievement motivation.
- ✓ Incorporate teaching methods into programs and courses for preparing and training physical education and sports teachers to adapt to their characteristics.
- ✓ Teachers should improve their performance and strive to create incentives by conducting sports activities within the institution, for example.

- ✓ It is necessary to provide the requirements of life for physical education and sports teachers, such as transportation, food in the cafeteria, and accommodation if the teacher lives far from the workplace, and protect them from psychological pressures within the educational institution.
- ✓ Give full attention to physical education and sports teachers by the administration and officials, by providing sufficient playgrounds, equipment, tools, and pedagogical means for the teacher to work in the best conditions.
- ✓ Organize short training lectures for teachers to keep them informed of everything new, and organize meetings among them to exchange experiences, raise concerns, and find solutions.

Finally, we hope that we have positively contributed to presenting and addressing the aspects related to this research through this modest work. There is no doubt that other matters deserved more explanation and depth, but we did not give them their due, and we hope that this research has opened up new horizons for research and studies on this subject in its various aspects.

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