The Annals of the "Ştefan cel Mare" University of Suceava.
Physical Education and Sport Section. The Science and Art of Movement
eISSN 2601 - 341X, ISSN 1844-9131

THE EFFECT IF SPECIALTY VARIABLE ON EVALUATIVE PRACTICE IN TEACHING AMONG PHYSICAL EDUCATION AND SPORTS TEACHERS IN SECONDARY EDUCATION IN ALGERIA

***Yechekour Abdenour*[1]**
***Zemour Abdelkader*[2]**
***Kaddour Bencherif Charef*[3]**
***Belkraoua Madani*[4]**
yechekourabdenour@gmail.com[1]
IEPS University of Mostaganem, Algeria[1]
zemour0666@gmail.com[2]
IEPS University of Mostaganem, Algeria[2]
wailbencherif@gmail.com[3]
IEPS University of Mostaganem, Algeria [3]
Minitou903@gmail.com[4]
IEPS University of Mostaganem, Algeria[4]

Keywords: specialty, teaching assessment practices, physical education and sports, secondary education

Abstract This study aims to identify the effect of the specialty variable on the teaching assessment practices among physical education and sports teachers in secondary education in Algeria. For this purpose, we relied on the descriptive analytical method, and we distributed the teaching assessment practices questionnaire to a research sample consisting of 416 physical education and sports teachers in secondary education, who were selected randomly. After collecting the results and statistically analyzing them, it was found that there is no effect of the specialty variable on the teaching assessment practices and their dimensions. Accordingly, the study recommends the need for specialized training for students in institutes on modern assessment strategies before they graduate, and also working on conducting similar studies in the field of educational assessment by using other tools such as observation.

Introduction: The world is witnessing a tremendous technological transformation that affects all aspects of our lives. Technology has become a crucial factor in improving communications, simplifying processes, and promoting sustainable development. Over the past decades, we have seen remarkable advancements in technology that impact all sectors of life significantly. Among the sectors affected by these developments is the education sector. Technology has played a pivotal role in enhancing teaching methods, making them more interactive

and inclusive. Furthermore, scientific advancements contribute to developing students' skills and enhancing their cognitive abilities by fostering critical and analytical thinking, as well as encouraging scientific research and innovation. As a result, students can become better prepared to face scientific and professional challenges in the future. Education is a process of transferring a set of knowledge, experiences, and skills from one person to another, which is typically between a teacher and a learner, but it is not limited to this relationship between a professor and a student. It also includes a father and his son, an imam and a follower, a trainer and an athlete [15], where education is considered a vital and fundamental process in developing society and achieving personal success, which obligates teachers to be aware of the latest teaching methods and tools and to work diligently to develop students' abilities and inspire them for continuous learning.

The physical education and sports teacher is a symbol of strength and physical fitness, as he is the person who trains and guides learners toward achieving sports goals, helping them develop muscle strength, flexibility, and overall physical fitness. He works to achieve the objectives of physical education and sports, which include improving physical fitness, enhancing general health, and also enhancing mental and emotional balance. It also contributes to relieving stress and anxiety, as well as promoting a sense of happiness and satisfaction. [17] notes that physical sports activity or physical education and sports is considered a broad field and arena through which the process of assessment takes place, which relies on many criteria and indicators built on precise scientific foundations. The aim is to establish modern mechanisms that align with the nature of the subject, as physical and sports activities are subject to psychological measurement and the identification of the behavior to be measured. Assessment is a comprehensive, continuous, and ongoing process that accompanies the training process in terms of planning, implementation, and follow-up. Therefore, assessment is multi-faceted and comprehensive in determining the extent to which the set goals are achieved [16] The évaluation in physical education and sports is a vital and essential part of the learning and academic process, as it is considered a powerful tool for enhancing students' learning and developing their physical and mental abilities, and it also contributes to motivating students and guiding them to achieve their athletic goals. Amir and others defined the concept of assessment as: "Receiving a set of directed, sound, and reliable information to judge the value of actions, by selecting the degree of agreement between this set of information and the appropriate set of standards for the goals set at the beginning or modified during the process, in order to make a decision." [18]. The assessment process is affected by a set of variables that control the assessment practice, some of which relate to tools and facilities, some to assessment methods and approaches, some to students, and others. In this study, we will address the variables related to the physical education and sports teacher themselves, which led us to pose the following question.

Does the impact of evaluation practices among physical education and sports teachers differ from one teacher to another according to specialty?

Method and tools: Sample and methods of selection: The sample size was determined by applying the Robert Mason equation, so that their number was estimated at 359 teachers as a minimum, where the questionnaire was distributed to 416 teachers of physical education and sports in the secondary stage by submitting a paper questionnaire and another electronically and in an accidental manner.

Research Procedures: - Curriculum: We relied on the descriptive and analytical approach that suits the nature of the study. Study variables: A- Independent Variable: Specialty; B- Dependent variable: Evaluation practices in teaching among physical education and sports teachers in secondary education in Algeria.

Tool: We used a questionnaire questionnaire on evaluation practices in teaching with physical education and sports teachers, which we designed in a previous study where there are details of the tool design.

Table 1 The study tool is the questionnaire on evaluative practices in teaching

Nm	Phrases
	The first axis: Defining Evaluation Criteria
01	The teacher determines the appropriate evaluation grids for the activity and the objective of the activity.
02	The teacher determines the times and types of evaluation in the periodic distribution.
03	The teacher determines a framework for evaluation in the pedagogical documents.
04	The teacher relies on the grids for assessing the competencies in the curriculum
05	The teacher uses criteria and indicators of measurement according to a standardised scale
06	The teacher chooses an assessment scale linked to the criteria
07	The teacher determines the criteria for continuous monitoring
08	The teacher determines the cognitive competencies he needs in his work
09	The teacher determines how to inform students of the mastery criteria
10	The teacher uses special symbols to monitor students
11	The teacher uses criteria and indicators of measurement according to a rubric.
12	The teacher varies the choice of assessment tools and methods (quizzes, observations, assignments, discussions and practical performance) to accurately judge the student's level
	The second axis: Identifying the competencies to be assessed
13	The teacher chooses a situation that covers the target competency
14	The teacher describes the overall situation by contextualising it
15	The teacher assesses the competencies based on the competency indicators
16	The teacher uses the Portfolio to save and document students' achievements and tell their progress
17	The teacher identifies one or more competencies to carry out a task or set of tasks
18	The teacher identifies the learning skills to be measured
19	The teacher employs all types of timed assessment (before, during, and after the lesson) based on the learning objectives (cognitive, affective, and skill)
20	The teacher provides the opportunity for self and joint assessment
21	The teacher plans the levels of the affective domain related to the targeted skills
22	The teacher determines the measurement process in assessment based on the student's performance and achievements
	The third axis: Use of evaluation tools and methods
23	The teacher identifies appropriate assessment tools and methods to measure the targeted skills
24	The teacher applies each type of assessment tool and method at the appropriate time
25	The teacher determines the degree of improvement of the programmed activities
26	The teacher shows the extent to which students respond to the corrections provided by the teacher
27	The teacher determines the appropriate times for the feedback to be given to the student
	The fourth axis: Planning the evaluation process
28	The teacher determines the place and role of self-evaluation for the student
29	The teacher determines the appropriate tests for each evaluation during the stages of the lesson
30	The teacher adopts professional competence evaluation grids
31	The teacher determines the type of evaluation in the technical document during each stage of the lesson

32	The teacher plans the levels of the knowledge domain related to the targeted skills
33	The teacher takes into account individual differences when planning the programme
34	The teacher determines the means of communication media to collect data and analyse the results
35	The teacher determines the time needed for evaluation at each stage of the lesson
	The fifth axis: Implementation of the évaluation
36	The teacher chooses learning situations that are appropriate to the learning objective
37	The teacher makes the necessary interventions and corrections at appropriate times and places
38	The teacher uses teaching aids appropriate to the level of the students
39	The teacher uses teaching aids appropriate to the learning objective

Each question can be ticked: Always Often Sometimes Rarely Never
Source: (Yechekour, 2022, p. 283)

Validity of the instrument: General Reliability of the Corrective Practices Scale-
Internal consistency of the items-

Table 2 Shows the internal consistency of the paragraphs of the Corrective Practices Scale compared to the total scale: N=124

Source: (Yechekour, 2022, p. 160)

Paragraph number	Q01	Q02	Q03	Q04	Q05	Q06	Q07	Q08	Q09	Q10
Correlation values	0.56	0.36	0.37	0.45	0.35	0.44	0.23	0.48	0.43	0.22
Significance level	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Paragraph number	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Correlation values	0.30	0.23	0.59	0.43	1.00	0.39	0.38	0.39	0.31	0.33
Significance level	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Paragraph number	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
Correlation values	0.49	0.38	0.17	0.37	0.33	0.34	0.25	0.24	0.19	0.41
Significance level	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Paragraph number	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	
Correlation values	0.23	0.34	0.36	0.20	0.31	0.30	0.21	0.26	0.46	
Significance level	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

In light of the results of Table 02: All correlations were found to be significant at the level of significance (0.00), thus the scale in its current form has 39 items. Items were subjected to factor analysis to ensure the validity of the scale.

Stability of the instrument:

Table 3 Shows the stability coefficients of Cronbach's alpha and Gitman's alpha:

Themes of Corrective Practices	Gitman	Alpha Cronbach
Determine the evaluation Norms	0,864	0.888
Identify the competencies to be assessed	0,848	0.845
Use of assessment tools and methods	0,713	0.725
Planning the evaluation process	0,803	0.803
Execute the évaluation	0,710	0.761
Dimensions of the questionnaire as a whole	0,916	0.965

Source: (Yechekour, 2022, page 165)

It can be seen from the above table that the questionnaire has a high level of stability according to Cronbach's alpha and Gitelman's alpha.

Distribution of the instrument: After confirming the reliability and validity of the questionnaire, we created an electronic questionnaire and distributed it to physical education and sports teachers through the communication websites access to the questionnaire:(https://forms.gle/JJja3xSc5Zritwog7) .

Statistical means: Arithmetic mean, standard deviation, stability coefficient (∝Cronbach), Gitman's stability coefficient, and Sheffey's coefficient.

Presentation of the results:

Hypothesis: The impact of evaluative practices on physical education and sports teachers varies from teacher to teacher according to specialisation.

Table 4 Multiple analysis of variance to test the impact of evaluative practice and its dimensions according to specialisation (n=416)

Specialisation	Significance level	F	Average squares	Degree of freedom	Total squares
Axis 01: Defining Evaluation Criteria	0,075	2,322	129,562		388686,
Axis02: Identifying the competencies to be assessed	0,278	1,288	56,46		169,382
Axis 03: Using evaluation tools and methods	0,861	0.250	2,971	03	8,914
Axis 04: Planning the evaluation process	0,102	2,081	72,255		216,764
Axis05: Implementation of the évaluation	0,114	1,994	12,602		37,806
évaluation Practices	0,151	1,775	943,745	03	2831.235

According to the table above, there is no effect of the variable of evaluative practices and its dimensions by specialisation, as the level of significance for the axes is greater than (0.05).

Table 5 Summarises the effect of the difference in evaluative practices in relation to specialisation using the Chevy coefficient for the questionnaire as a whole (n=416)

The questionnaire as a whole		Higher	The lowest	Significance level	Standard error	Variation of Averages
Physical Education	Sports Training	9,8636	4,2253-	0,738	2,50953	2,8191
	Adapted Physical Activity	19,9337	2,2039-	0,170	3,94316	8,8649
	Health & Sports	13,4643	10,7008-	0,991	4,30431	1,3817
Sports Training	Physical Education	4,2253	9,8636-	0,738	2,50953	2,8191-
	Adapted Physical Activity	17,2976	5,2061-	0,518	4,00839	6,0458
	Health & Sports	10,8131	13,6879-	0,991	4,36414	1,4374-
Adapted Physical Activity	Physical Education	2,2039	19,9337-	0,170	3,94316	8,8649-
	Sports Training	5,2061	17,2976-	0,518	4,00839	6,0458-
	Health & Sports	7,4489	22,4153-	0,577	5,31945	7,4832-
Health & Sports	Physical Education	10,7008	13,4643-	0,991	4,30431	1,3817-
	Sports Training	13,6879	10,8131-	0,991	4,36414	1,4374
	Adapted Physical Activity	22,4153	7,4489-	0,577	5,31945	7,4832

The previous table details the comparisons between the variables of evaluative practices according to specialisation, using the Chevy coefficient of variation, where the results revealed that there are no differences between the two teachers due to the variable of specialisation.

Table 6 Summarises the effect of practice variation by specialisation using the Chevy coefficient for the first axis (n=416)

First Axis	Higher	The lowest	Significa-nce level	Normativ error	Variation of Averages

Physical Education	Sports Training	3,2663	1,2976-	0,690	0,81293	0,9844
	Adapted Physical Activity	6,8987	0,2724-	0,083	1,27733	3,3131
	Health & Sports	4,8392	2,9888-	0,932	1,39432	0,9252
Sports Training	Physical Education	1,2976	3,2663-	0,690	0,81293	0,9844-
	Adapted Physical Activity	5,9736	1,3161-	0,361	1,29846	2,3288
	Health & Sports	3,9092	4,0276-	1,000	1,41370	0,0592-
Adapted Physical Activity	Physical Education	0,2724	6,8987-	0,083	1,27733	3,3131
	Sports Training	1,3161	5,9736-	0,361	1,29846	2,3288
	Health & Sports	2,4491	7,2250-	0,590	1,72316	2,3880-
Health & Sports	Physical Education	2,9888	4,8392-	0,932	1,39432	0,9252
	Sports Training	4,0276	3,9092-	1,000	1,41370	0,0592
	Adapted Physical Activity	7,2250	2,4491-	0,590	1,72316	2,3880

The previous table details the comparisons between the variables of evaluative practices by specialisation for the first axis using the Chevy coefficient of variation, where the results revealed that there are no differences between the two specialisations in this axis.

Table 7 Summarises the effect of practice variation on specialisation using the Chevy coefficient for the second axis (n=416)

Second Axis		Higher	The lowest	Significa-nce level	Normativ error	Variation of Averages
Physical Education	Sports Training	2,1484	1,8973-	0,999	0,72064	0,1256
	Adapted Physical Activity	5,3480	1,0090-	0,301	1,13232	2,1695
	Health & Sports	3,5537	3,3855-	1,000	1,23602	0,0841
Sports Training	Physical Education	1,8973	2,1484-	0,999	0,72064	0,1256-
	Adapted Physical Activity	5,2750	1,1871-	0,370	1,15105	2,0440
	Health & Sports	3,4764	3,5593-	1,000	1,25321	0,415-
Adapted Physical Activity	Physical Education	1,0090	5,3480-	0,301	1,13232	2,1695-
	Sports Training	1,1871	5,2750-	0,370	1,15105	2,0440-
	Health & Sports	2,2025	6,3733-	0,602	1,52753	2,0854-
Health & Sports	Physical Education	3,3855	3,5537-	1,000	1,23602	0,0841-
	Sports Training	3,5593	3,4764-	1,000	1,25321	0,415
	Adapted Physical Activity	6,3733	2,2025-	0,602	1,52753	2,0854

The previous table details the comparisons between the variables of evaluative practices by specialisation for the second axis using the Chevy coefficient of variation, where the results revealed that there are no differences between the two specialisations in this axis.

Table 8 Summarises the effect of the difference in evaluative practices by specialisation using the Chevy coefficient for the third axis (n=416)

Third Axis		Higher	The lowest	Significa-nce level	Normativ error	Variation of Averages
Physical Education	Sports Training	1,1950	0,9124-	0,986	0,37538	0,1413
	Adapted Physical Activity	2,1303	1,1811-	0,885	0,58983	0,4746

	Health & Sports	1,7428	1,8719-	1,000	0,64385	0,0646-
Sports Training	Physical Education	0,9124	1,1950-	0,986	0,37538	0,1413-
	Adapted Physical Activity	2,0164	1,3497-	0,958	0,59958	0,3333
	Health & Sports	1,6266	2,0383-	0,992	0,65280	2,059-
Adapted Physical Activity	Physical Education	1,1811	2,1303-	0,885	0,58983	0,4746-
	Sports Training	1,3497	2,0164-	0,958	0,59958	0,3333-
	Health & Sports	1,6944	2,7728-	0,928	0,79569	0,5392-
Health & Sports	Physical Education	1,8719	1,7428-	1,000	0,64385	0,0646
	Sports Training	2,0383	1,6266-	0,992	0,65280	2,059
	Adapted Physical Activity	2,7728	1,6944-	0,928	0,79569	0,5392

The previous table details the comparisons between the variables of evaluative practices by specialisation for the first axis using the Chevy coefficient of variation, where the results revealed that there are no differences between the two specialisations in this axis.

Table 9 Summarises the effect of the difference in evaluative practices according to specialisation using the Chevy coefficient for the fourth axis (n=416)

Fourth Axis		Higher	The lowest	Significa-nce level	Normativ error	Variation of Averages
Physical Education	Sports Training	2,7586	0,8419-	0,526	0,64133	0,9583
	Adapted Physical Activity	5,1918	0,4656-	0,140	1,00771	0,9583
	Health & Sports	3,5657	2,6098-	0,979	1,10000	0,4779
Sports Training	Physical Education	0,8419	2,7586-	0,526	0,64133	0,9583-
	Adapted Physical Activity	4,2803	1,4707-	0,598	1,02437	1,4048
	Health & Sports	2,6503	3,6111-	0,980	1,11529	0,4804-
Adapted Physical Activity	Physical Education	0,4656	5,1918-	0,140	1,00771	0,9583-
	Sports Training	1,4707	4,2803-	0,598	1,02437	1,4048-
	Health & Sports	1,9309	5,7012-	0,589	1,35943	1,8852-
Health & Sports	Physical Education	2,6098	3,5657-	0,979	1,10000	0,4779-
	Sports Training	3,6111	2,6503-	0,980	1,11529	0,4804
	Adapted Physical Activity	5,7012	1,9309-	0,589	1,35943	1,8852

The previous table details the comparisons between the variables of evaluative practices by specialisation for the fourth axis using the Chevy coefficient of variation, where the results revealed that there are no differences between the two specialisations in this axis.

Table 10 Summarises the effect of the difference in evaluative practices according to specialisation using the Chevy coefficient for the fifth axis (n=416)

Fifth Axis		Higher	The lowest	Significa-nce level	Normativ error	Variation of Averages
Physical Education	Sports Training	1,3775	0,1584-	0,176	0,27357	0,6095
	Adapted Physical Activity	1,7512	0,6621-	0,659	0,42986	0,5445
	Health & Sports	1,2762	1,3581-	1,000	0,46923	0,0409-
	Physical Education	0,1584	1,3775-	0,176	0,27357	0,6095-

Sports Training	Adapted Physical Activity	1,1616	1,2916-	0,999	0,43697	0,0650-
	Health & Sports	0,6850	1,9859-	0,600	0,47575	0,6505-
Adapted Physical Activity	Physical Education	0,6621	1,7512-	0,659	0,42986	0,5445-
	Sports Training	1,1616	1,1616-	0,999	0,43697	0,0650
	Health & Sports	1,0424	2,2132-	0,797	0,57989	0,5854-
Health & Sports	Physical Education	1,3581	1,2762-	1,000	0,46923	0,0409
	Sports Training	1,9859	0,6850-	0,600	0,47575	0,6505
	Adapted Physical Activity	2,2132	1,0424-	0,797	0,57989	0,5854

The previous table details the comparisons between the variables of evaluative practices according to different educational qualifications for the fifth axis using the Chevy coefficient of variation, where the results revealed that there are no differences between the two specialisations in this axis.

Discussion of the hypothesis: From our observation of Table 4, which refers to the analysis of multiple variance to test the impact of evaluative practice and its dimensions according to the variable of specialisation, we found that all axes have a level of significance greater than (0. 05), 05), as well as in Table 05, which details the comparisons between the appraisal practice variables by specialisation using the Chevy coefficient of variation, where the results revealed that the significance level was all greater than 0.05, which means that there are no differences in the appraisal practices as a whole by specialisation. This suggests that the professors who teach the same standard work as one group in unifying the training programmes, i.e. the different disciplines share many standards and are presented in almost similar ways and methods, not to mention that students studied together in their early university years in the so-called common trunk, and then devoted themselves to their disciplines, which means they received the same initial knowledge, which means they received the same initial knowledge. Another thing is that teachers of different disciplines share the same requirements for teaching, and more specifically, the sports training specialist, for example, when he joins teaching, works on his training method to suit the abilities and quality of the students, i.e. he works to formulate training units into educational units, and what helps in this is the in-service training that the teacher receives after entering the world of teaching. Regarding Table No. 6, which shows the comparisons between the specialisation variables for the first axis of determining evaluation criteria using the Chevy coefficient of variation, the results revealed that the level of significance was greater than (0. 05) between the comparisons made between the specialisations in this axis, 05) between the comparisons made between the disciplines in this axis, which means that there is no difference in the practice of the axis of determining evaluation criteria according to the variable of specialisation (physical education and sports, sports training, adapted motor activity, health and sports), and we attribute this to the fact that students received the planning scale in general with the same nature and method for most disciplines.Table No. 7 shows a comparison between the practice of the second axis (identifying the competencies subject to evaluation) by specialisation using the

Cheviot coefficient, where the results revealed that the significance level was greater than (0. 05) between the comparisons made between the specialisations in this axis, 05) between the comparisons made between the disciplines in this axis, which means that there is no difference in the practice of the axis of identifying the competencies subject to evaluation according to the variable of specialisation (physical and physical education, sports training, adapted motor activity, health and sports), which indicates that the initial training, especially with regard to teaching and evaluating competencies, is the same lessons provided to students of different disciplines Especially since some teachers work in more than one physical education institute, which results in a similarity in the training programmes between some physical education institutes in the country, and even with regard to in-service training, teachers with different specialties also receive the same training by national education inspectors and training professors.Table 8 shows the comparisons between the practice of the third axis (use of evaluation tools and methods) by specialisation using the Chevy coefficient of variation, and the results revealed that the level of significance was greater than (0. 05) between the comparisons made between the specialisations in this axis, 05) between the comparisons made between the disciplines in this axis, which means that there is no difference in the practice of using evaluation tools and methods according to the variable of specialisation (physical and physical education, sports training, adapted motor activity, health and sports), and we attribute this to the quality of the tools and teaching aids that most teachers possess, as well as the same training they receive after service that deals with the use of evaluation methods and techniques.Table No. 9 shows the comparisons between the practice of the fourth axis (planning the evaluation process) by specialisation using the Chevy coefficient of variation, where the results revealed that the significance level was greater than (0. 05) between the comparisons made between the specialisations in this axis, which means that there is no difference in the practice of planning the evaluation process according to the variable of specialisation (physical and physical education, sports training, 05) between the comparisons made between the disciplines in this axis, which means that there is no difference in the practice of planning the evaluation process according to the variable of specialisation (physical and physical education, sports training, adapted motor activity, health and sport), and this is due, as mentioned earlier In the first axis (determining the evaluation criteria) and the second axis (determining the competencies subject to evaluation) that there are some professors who unify training programmes for the same standard, and that many standards are given to many students in different disciplines, especially related to the planning needed by students of Students of physical education and sports at different levels and disciplines use planning to build educational programmes and activities and evaluative tests, while students of sports training also need it to prepare their training programmes and activities, while students of adapted motor activity, health and sports need it to

prepare motor rehabilitation programmes and recovery processes, and after the students become professors, they use their planning competencies in teaching, adapting them slightly to the nature of the subject, as they possess the principles and principles of evaluation that they need in their work.Table 10 separated the comparisons between the practice of the fifth axis (implementation of evaluation) by specialisation using the Chevy coefficient of variation, where the results revealed that the level of significance was greater than (0. 05) between the comparisons made between the specialisations in this axis, 05) between the comparisons made between the disciplines in this axis, which means that there is no difference in the practice of implementing the evaluation according to the variable of specialisation (physical and physical education, sports training, adapted motor activity, health and sports), and we believe that this conclusion is due to the fact that the teachers of the various disciplines dealt with training more in theory than in the field, and did not practice the evaluation as required, and the same for the post-training. By discussing the results of Tables (4, 5, 6, 7, 8, 9 and 10), we confirmed that there are no differences in the impact of evaluative practice according to specialisation, by adopting multiple analysis of variance to test the impact of evaluative practice and its dimensions, and by using the Schweizer coefficient for the questionnaire as a whole firstly and each axis separately secondly, where we attribute this result to the quality of the pre-service and in-service training programmes, as the initial training does not differ much in its impact on practice from one specialisation to another. Initial training does not differ much in its impact on practice from one discipline to another, as it provides the student with more theoretical information and knowledge than the field side, while the nature of the in-service training that teachers receive after their success in recruitment competitions is the same almost every year, and the study days are represented in This result, a group of researchers agree that there are no statistically significant differences due to the variable of specialisation, and that the quality of the training received by teachers does not affect their evaluative competencies" [3, 4], and on the other hand, there are those who believe that most teachers receive many difficulties, especially in relation to the practice of the field. difficulties, especially those related to their teaching practice, including evaluation, which are generally represented in the lack of teaching aids and the intensity of the course, not to mention overcrowding in the classroom, and teachers face difficulty in formative evaluation, noting that most teachers have negative attitudes towards this new approach [2]. Normal and healthy development contributes to maintaining good mood, increases work capacity and concentration; stimulates the assimilation of knowledge, the formation of motor skills and the development of physical qualities [13, 14].

Conclusion: In this study, we investigated the impact of the difference in the evaluation practice from one teacher to another according to the variable of specialisation, in order to identify the most influential specialisation on the

evaluation process. As we are aware that specialisation is a variable that has a direct relationship with the level of performance of the teaching process as well as the performance of the evaluation process, as we expected that the difference in the variable of specialisation necessarily leads to a difference in the evaluation practice, but our study revealed otherwise when we obtained results stating that there is no effect in the difference in evaluation practices according to the variable of specialisation, the same results reached by [18] who found that: "There are no statistically significant differences attributable to the gender variable and the specialisation variable." We attribute this result to several reasons, the most important of which are the pre-service and in-service training that teachers receive before and after entering the teaching field, almost the same training received by subject teachers of different specialisations, especially the second training, in the initial training almost the same programmes and the same professors who teach the measures, for example, we find the measurement and evaluation professor who teaches the measurement and evaluation scale for physical education and sports usually the same who teaches the sports training specialisation, while in-service training is supervised by the National Education Inspector, who transfers his expertise to his teachers according to their different specialisations, and thus different teachers receive the same training from the same inspector. In the end, the practice of evaluation is still present among most teachers of physical education at the secondary level in significant proportions, and the difference between teachers in the practice of evaluation remains insignificant despite their different specialisations. In the context of the modern digital era, the training and development of teachers in the field of physical education and sports is a continuous process [6,7,8,9,10].

References:

[1]. Yechekour, A. (2022). Evaluative practices in teaching among physical education and sports teachers in secondary education in Algeria. Department of Physical Education and Sports, Institute of Physical Activity and Sports Techniques, dissertations, Abdelhamid Ben Badis University. Mostaganem, Algeria.
[2]. F., S. Saud, & Saleh, Y. (2015). Difficulties of evaluation and assessment under the competencies approach from the perspective of physical education teachers at the intermediate level. Sports creativity, (18).
[3]. A. Awarib & Mahjar, Y. (2015). Is it an evaluation of competencies or is it an evaluation of knowledge and information, Journal of Humanities and Social Studies, 04(05).
[4]. Mohammed Mahmoud Abdulwahab. (2014). The practice of learning assessment at Al-Mina University between reality and hope from the point of view of a sample of its students. Journal of Educational and Psychological Sciences, 15(04).

[5]. Yechekour, A. (2021). The factor structure of the scale of evaluative practices in the teaching of physical education and sports, Scientific Journal of Science and Technology of Physical Activities and Sports, 18(02).
[6]. A. P., Țurcanu, E., Tanase, & Vizitiu Lakhdari, E. (2024). Comparative Study on the Application of Information Technology in Physical Education Lessons for Primary School Students. (2024). GYMNASIUM, 25(2), 51-57. https://doi.org/10.29081/gsjesh.2024.25.2.4 , https://gymnasium.ub.ro/index.php/journal/article/view/713
[7]. B. I., Tănasă & Vizitiu, E. (2024). Impactul conceptului acmelogic asupra performanței profesorilor de educație fizică și sport în predarea disciplinei de badminton, Conferinţa Ştiinţifică cu Participarea Internaţională„Formarea continua a specialistului de cultură fizică în conceptul acmeologic modern", CZU: 378.12+373.037.1:796.344, 136-141.
[8]. G. Agache & Vizitiu, E. (2022). Mentalitatea profesională a profesorului de educatie fizică și sport. În: Formarea continua a specialistului de cultură fizică în conceptul acmeologic modern: Conferinţa Ştiinţifică cu Participarea Internaţională. Chișinău: Valinex, 5-10. ISBN 978-9975-68-473-6, https://ibn.idsi.md/ru/vizualizare_articol/171014/gscholar
[9]. A. P., Țurcanu & Vizitiu Lakhdari, E. (2024). Opportunities and possibilities for implementing information technologies in physical education and sport in primary education, The Annals of the "Ştefan cel Mare" University of Suceava. Physical Education and Sport Section. The Science and Art of Movement eISSN 2601 - 341X, ISSN 1844-9131, DOI:https://doi.org/10.4316/SAM.2024.0120 , https://annals-fefs.usv.ro/opportunities-and-possibilities-for-implementing-information-technologies-inphysical-education-and-sport-in-primary-education/
[10]. A. Lungu & Vizitiu E. (2023). Implementation of hybrid education in primary education – investigative approach, The Annals of the "Ştefan cel Mare" University of Suceava. Physical Education and Sport Section. The Science and Art of Movement eISSN 2601 - 341X, ISSN 1844-9131, DOI:https://doi.org/10.4316/SAM.2023.0220, https://annals-fefs.usv.ro/implementation-of-hybrideducation-in-primary-education-investigative-approach /
[11]. A. Bosînceanu &Vizitiu, E. (2023). Analysis of the process of development of motor qualities using specific means of athletics in natural conditions, The Annals of the "Ştefan cel Mare" University of Suceava. Physical Education and Sport Section. The Science and Art of Movement eISSN 2601 - 341X, ISSN 1844-9131, DOI: https://doi.org/10.4316/SAM.2023.0219, https://annals-fefs.usv.ro/analysis-ofthe-process-of-development-of-motor-qualities-using-specific-means-of-athletics-in-natural-conditions/
[12]. L. E., Avram & Vizitiu, E. (2020). Study on the importance of physical education and sport classes in current society investigative approach, The Annals of

the "Stefan cel Mare" University ISSN – 1844 – 9131, eISSN 2601 – 341X Volum XIII issue 2/ 2020, DOI: 10.4316/SAM.2020.0204, https://annals-fefs.usv.ro/revista/study-on-the-importance-of-physicaleducation-and-sport-classes-in-current-society-investigative-approach/
[13]. Grosu, B., M. (2015). Experimental study regarding the efficiency of the differential treatment in physical education lesson in the upper secondary education .*Gimnaziu*,*16*(2).
[14]. Grosu, B., M. (2017). Statistical study on correlation between main morpho-functional indicators and manifestation of motor capacities of school class I. The Annals of the "Stefan cel Mare" University, 49.
[15]. Ishkur, 2022, Assessment Practices in teaching among Physical Education and sports Teachers in Secondary Education in Algeria, pag. 73
[16]. Nourel Choukri, 2021,The Factor Structure of the Assessment Practices Scale in Teaching Physical Education and Sports pag. 306-307
[17] Ben Atallah, Mohamed (2015) ssessment in the Field of Physical and Sports Education.Journal of Sports Creativity,(18),University of Msila ,pp.211-222
[18]. Amir Abdelkader and al. (2010). Methodolgical Guide to Educational Assessment.Algiers:Ministry of National Education,Directorate of Evaluation ,Guidance ,and Comunication. 30 p.