



Investigation of Physical Education Teachers' Teaching Competence from the Perspective of High School Students in Kunduz

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Article History:

Received: 01. 8.2026

Accepted: 23. 8.2026

Online First: 18.9.2026

Citation:

Rahimi,R. & Rashidi,T. (2026).
Investigation of Physical
Education Teachers' Teaching
Competence from the
Perspective of High School
Students in Kunduz *Kdz Uni Int J
Islam Stud and Soc Sci*;3(3):333-
345

e-ISSN: 3078-3895

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Abstract

Physical Education, despite its important role in students' physical, psychological, and skill development, still does not have a strong position in many educational systems where academic subjects are given more attention. Besides physical development, this subject also supports cognitive, psychomotor, and emotional growth, which requires proper planning, suitable sports facilities, and effective teaching methods. In this process, teachers play a key role, and their professional competencies directly influence the quality of learning. Methodology: This study was applied and descriptive-correlational in nature and conducted using a mixed approach (library and field methods). The aim was to evaluate the teaching competencies of physical education High School Teachers in Kunduz city from students' perspectives. The statistical population included school students in Kunduz, and 460 participants were selected through multi-stage cluster sampling. Data were collected using a researcher-made 36-item Likert-scale questionnaire. The questionnaire's validity was confirmed by experts, and its reliability was verified using Cronbach's alpha coefficient (0.71). The findings showed that most students evaluated teachers' cognitive, performance, and attitudinal competencies as weak. Specifically, 72.8% of the respondents rated teachers' cognitive competence as poor, 69.6% rated their performance competence as poor, and 61.7% rated their attitudinal competence as poor. The Pearson Chi-Square tests revealed statistically significant differences among the selected high schools in cognitive competence ($\chi^2(10) = 148.967$, $p < 0.001$), performance competence ($\chi^2(10) = 127.431$, $p < 0.001$), and attitudinal competence ($\chi^2(10) = 133.138$, $p < 0.001$). These results indicate significant differences in teachers' teaching competencies across the selected high schools. Overall, the findings suggest the need to strengthen teachers' professional competencies through in-service training, active teaching methods, practical skill development, and improved educational and sports facilities to enhance the quality of physical education teaching.

Keywords: Competence, Kunduz City, Physical Education, Students, Teachers, Teaching.

Introduction

In contemporary educational systems, the role of the teacher is considered one of the most important factors determining the quality of learning. In this context, physical education, due to its practical, interactive, and multidimensional nature, depends more than other subjects on teachers' professional competencies. This subject not only focuses on developing motor skills but also plays an important role in the cognitive, emotional, and social development of students. Therefore, teachers' teaching competence includes a set of skills such as instructional planning, selecting appropriate teaching methods, classroom management, and establishing effective communication with students, all of which can directly influence the quality of learning and students' level of participation. The use of diverse and student-centered teaching methods increases motivation, active engagement, and improves learning outcomes, and the selection of these methods should be aligned with learners' characteristics and the educational environment (Mousavizadeh & Alishiri, 2016). From this perspective, it should be noted that the quality of teachers' instruction is not only limited to teaching methods but also holds significant theoretical importance. For example, Nathaniel L. Gage believed that teachers play a decisive role in shaping the learning experience and can transform the teaching process into either an effective or ineffective experience (Gage, 1978, p. 151). This viewpoint indicates that teaching quality is not confined to content delivery alone but also includes interaction style, motivation generation, and management of students' learning experiences. On the other hand, the dynamic and activity-based nature of physical education presents challenges in the teaching process, among which classroom management and student behavior control are particularly important. In such environments, the likelihood of disorder is higher, which can affect the learning process. Therefore, teachers' ability to organize activities, maintain order, and effectively guide the class is of great importance. Research findings indicate that teaching style, teacher-student interaction, and the type of designed activities can play a decisive role in classroom discipline and ultimately affect the quality of education (Naderian Jahromi et al., 2014). Furthermore, improving the quality of physical education requires attention to a set of internal and external factors that interact with each other. On one hand, teachers' professional competencies, including subject knowledge, teaching skills, experience, and professional attitudes, play a significant role in enhancing educational quality. On the other hand, environmental factors such as educational facilities, sports equipment, and appropriate learning spaces also influence the implementation of activities. In addition, positive interaction between teachers and students and attention to individual differences can increase participation and improve learning outcomes (Jafari Herandi et al., 2017). Educational quality reaches an optimal level when these factors are considered in a coordinated and integrated manner. Studies in the field of physical education show that teachers' teaching competence has a direct impact on students' learning outcomes. One of these outcomes is physical literacy, which includes the ability to perform motor skills, understand concepts related to physical activity, and maintain a positive attitude toward sports. Research results indicate that teachers with higher competence can enhance students' physical literacy by designing purposeful activities aligned with their needs (Han, 2024). In contrast, weaknesses in teaching competence may lead to reduced motivation, lower participation, and a decline in students' physical skills. Some studies have also shown that excessive focus on theoretical

aspects of teaching and insufficient attention to practical skills can hinder the achievement of the true goals of physical education (Anwar et al., 2020). In this regard, the professional development of teachers is considered one of the essential strategies for improving teaching quality. Approaches such as lesson study can provide opportunities to reflect on teaching methods, exchange experiences, and enhance professional skills. Teachers who participate in such processes generally demonstrate higher motivation and self-efficacy, which is reflected in their teaching performance (Mostafanezhad et al., 2016). In this context, Jerome Bruner also emphasized that learning is effective when the teacher can provide an active and meaningful environment for students and transform curricula into learning experiences (Bruner, 1960, p. 58). This perspective highlights the teacher's key and irreplaceable role in designing and implementing instruction. Moreover, various factors such as teaching styles, student motivation, and their attitudes toward the subject also influence the quality of education. The use of diverse and flexible teaching styles can increase students' active participation and improve learning (Loghmani et al., 2019). In contrast, student demotivation is one of the major challenges in physical education, which may result from inappropriate teaching methods, lack of engaging activities, or environmental conditions (Maziyari & Kashef, 2014). Additionally, students' perceptions of teachers' competence and their attitudes toward the subject play an important role in their level of participation and performance, and can positively or negatively affect their learning experience (Scrabis-Fletcher & Silverman, 2017). Alongside these factors, attention to teachers' professional qualifications is also essential. Professional competencies include a set of knowledge, skills, and attitudes that teachers need for effective teaching. These competencies involve lesson planning, classroom management, assessment, and effective communication with students (Mirhosseini et al., 2019). Furthermore, teachers' perception of their own professional competence and their level of preparedness for teaching can influence their performance quality. Enhancing these competencies can contribute to improving the teaching-learning process and increasing educational effectiveness (Asún et al., 2020). In this regard, some studies emphasize that the quality of the educational system improves when the curriculum, teaching methods, and learning environment are designed and implemented in a coordinated and purposeful manner (Razavi et al., 2011). Based on the above discussion, it can be concluded that the teaching competence of physical education teachers plays a fundamental role in improving the quality of education and student learning. Since students, as the main recipients of education, have direct experience of teachers' performance, examining this competence from their perspective can provide valuable information for identifying strengths and weaknesses in the educational process. Therefore, the present study aims to investigate the teaching competence of physical education teachers from the perspective of high school students in Kunduz city, in order to identify areas for improving teaching quality and enhancing the educational system, and to provide practical recommendations.

Material and Method

The present study is applied in terms of purpose and descriptive-correlational in terms of its nature and research method. The study was conducted using a mixed approach (field-based and library-based) in a natural setting without any manipulation of the variables. The main objective of this study is to assess the teaching competencies of physical

education teachers in Kunduz city from the students' perspective and to determine the extent to which these competencies influence their beliefs. The geographical scope of the study comprises the high schools of Kunduz city, which were selected due to the observed educational weaknesses among graduates of this level and their impact on their continuation of education and employment. The statistical population of the study consisted of all students in the schools of Kunduz city, totaling 128,874 students. Multistage cluster sampling was used. First, two educational districts were randomly selected, and then six high schools were selected from these districts. The total number of students in the six selected high schools was 5,515, which was considered the target population for determining the sample size. Based on the Krejcie and Morgan sample size table, a sample of 359 students was determined. To increase the accuracy and reliability of the study and to account for the possibility of non-response, the sample size was increased by approximately 30%, resulting in the distribution of 466 questionnaires. However, due to some incomplete questionnaires or non-response, the final data analysis was conducted based on 460 participants. The data collection instrument was a researcher-made questionnaire consisting of 36 items and designed based on a five-point Likert scale. The validity of the instrument was confirmed by experts and specialists in the field, and its reliability was assessed using Cronbach's alpha coefficient, which yielded a value of 0.71, indicating an acceptable level of reliability for the instrument.

Findings

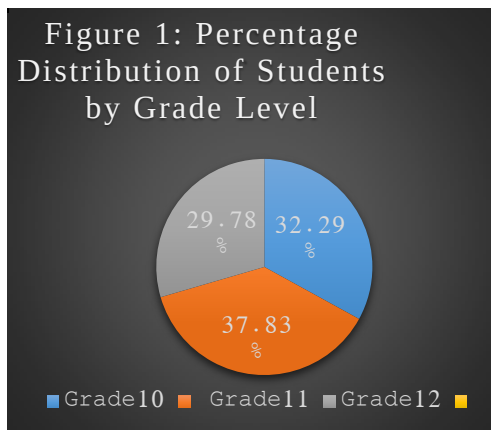
Teachers' Attitudinal Competence

Teachers' attitudinal competence refers to their beliefs, attitudes, and emotional approaches toward teaching and students, and includes interest in teaching, professional commitment, and supportive behavior. This dimension plays an important role in creating a positive and motivating classroom environment and can directly influence students' participation and learning. Research findings indicate that teachers' behavior and attitudes have a significant impact on students' mental health and personality and can either increase or decrease their motivation (Sivani-Nejad et al., 2024). In addition, a teacher's positive attitude toward teaching and students can lead to the establishment of effective educational relationships and increase students' satisfaction with the class. Teachers who possess a professional and positive attitude can create a more favorable learning environment and provide the basis for the holistic development of students (Asún et al., 2020). Therefore, strengthening teachers' attitudinal competence can play an important role in improving teaching quality and increasing students' motivation and learning.

Chart 1: Distribution of students by class

Figure (1) shows the distribution of the study sample across the three grades (10th, 11th, and 12th) in schools of Kunduz city. Based on the data, the largest number of students belongs to the 11th grade, with 174 students, accounting for 37.83% of the total sample (460 participants). This is followed by the 10th grade with 149 students (32.29%), while the lowest number belongs to the 12th grade with 137 students (29.78%). This distribution indicates that the sample is relatively balanced in terms of academic grade, and no single grade is disproportionately dominant; therefore, the obtained results can be generalized to the studied population.

Figure 1: Percentage Distribution of Students by Grade Level



The distribution chart of the educational levels of the study sample shows that the highest frequency belongs to the group with a bachelor's degree, with 284 individuals, accounting for 61.74% of the total participants. This indicates that the majority of the study population has university-level education. This is followed by the group with a diploma or secondary education, with 160 individuals (34.78%), which represents the second largest share after the bachelor's level. In contrast, the number of individuals with primary education (10 individuals, 2.17%) and those with a master's degree (4 individuals, 0.87%) is very small and constitutes a negligible portion of the sample. It is also worth noting that none of the participants were professional teachers or specialists in physical education. This distribution indicates a concentration of the sample at the university education level and a limited number of individuals with very low or very high educational attainment, which may be considered in subsequent analyses as education could act as an influencing variable on individuals' perspectives or performance.

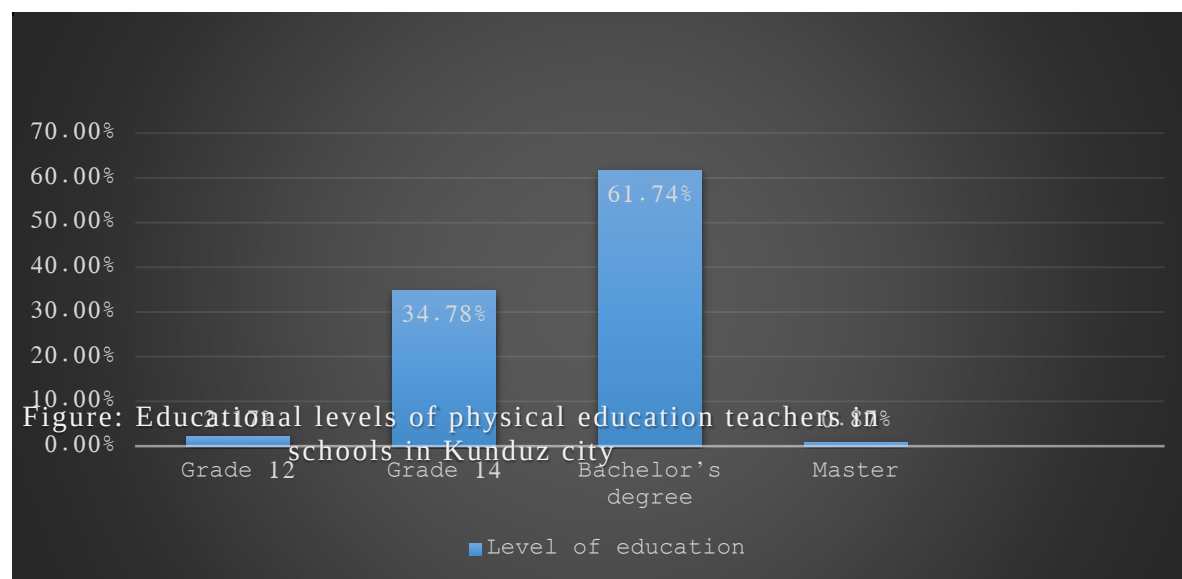


Figure 2: Frequency and Percentage of Teachers' Educational Level.

The data in Table 1 indicate that out of a total of 460 respondents the highest number belongs to Sher Khan High School with 137 individuals, while the lowest number belongs to Ibrahim Khail High School with 17 individuals. Overall, 29.8% of teachers are at the excellent level, 38.0% at the average level, and 32.2% at the poor level. These results indicate that more than 70% of teachers are evaluated at the average and poor levels, suggesting a relatively unfavorable status of overall teaching competence in the studied schools.

In comparison between schools, Ghazi Khan High School shows the best condition among the studied schools, with 75.8% of teachers at the excellent level and only 6.5% at the poor level. In contrast, Hazrat Ali (K) High School demonstrates a relatively weaker status, with only 6.6% at the excellent level and 36.8% at the poor level. Additionally, in schools such as Mawlawi Sirajuddin and Khwaja Mashhad Boys, a considerable proportion of teachers fall into the poor category, which may negatively affect the quality of the teaching-learning process.

The statistical test used to examine the significance of differences between schools in terms of teachers' overall teaching competence was the Chi-square test. The results showed that the Pearson Chi-Square value was 135.482 with 10 degrees of freedom and a significance level of less than 0.001 ($p < 0.001$). The Likelihood Ratio and Linear-by-Linear Association tests were also reported as significant.

Given that the significance level is less than 0.05, the null hypothesis of no difference between schools is rejected. Therefore, it can be concluded that the overall teaching competence of teachers in different schools of Kunduz city differs significantly. These differences may be attributed to various factors, including educational conditions, teachers' experience, and the managerial characteristics of the schools.

Table 1. Distribution of the Overall Teaching Competence Levels of Physical Education Teachers in Schools

School	Excellent	Average	Poor	Total
Sher Khan	41 (29.9%)	61 (44.5%)	35 (25.5%)	137 (100%)
Hazrat Ali (K)	5 (6.6%)	43 (56.6%)	28 (36.8%)	76 (100%)
Mawlawi Sirajuddin	25 (22.5%)	35 (31.5%)	51 (45.9%)	111 (100%)
Khwaja Mashhad Boys	14 (24.6%)	17 (29.8%)	26 (45.6%)	57 (100%)
Ghazi Khan	47 (75.8%)	11 (17.7%)	4 (6.5%)	62 (100%)
Ibrahim Khail	5 (29.4%)	8 (47.1%)	4 (23.5%)	17 (100%)
Total	137 (29.8%)	175 (38.0%)	148 (32.2%)	460 (100%)

Based on Table 2, out of a total of 460 respondents, 72.8% of teachers were evaluated at the poor level, 11.7% at the average level, and 15.4% at the excellent level in terms of cognitive competence. This finding indicates that the majority of teachers, from the students' perspective, possess a low level of knowledge and conceptual mastery.

In comparison between schools, Ghazi Khan High School shows a more favorable condition than other schools, with 61.3% of teachers at the excellent level, followed by Ibrahim Khail High School with 29.4% at the excellent level. In contrast, in schools such as Hazrat Ali (K), Mawlawi Sirajuddin, and Sher Khan, a large proportion of teachers were evaluated at the poor level. These results indicate a considerable difference between schools in terms of teachers' cognitive competence. Weakness in cognitive competence may lead to a decline in the quality of content delivery, students' insufficient understanding of the material, and ultimately a reduction in learning quality. Therefore, improving teachers' specialized knowledge is of particular importance.

Statistical Test Results: To examine the significance of differences between schools in terms of teachers' cognitive competence, the Chi-square test was used. The results showed that the Pearson Chi-Square value was 127.431 with 10 degrees of freedom and a significance level of less than 0.001 ($p < 0.001$). The Likelihood Ratio and Linear-by-Linear Association tests were also reported as significant.

Statistical Interpretation: Given that the significance level is less than 0.05, the null hypothesis of no difference between schools is rejected. Therefore, it can be concluded that teachers' cognitive competence differs significantly across schools. This difference reflects the heterogeneity in teachers' knowledge levels and indicates the need for targeted training and capacity-building programs to enhance their cognitive competence.

Table 2. Distribution of Physical Education Teachers' Cognitive Competence Levels in Schools

School	Excellent	Average	Poor	Total
Sher Khan	9 (6.6%)	24 (17.5%)	104 (75.9%)	137
Hazrat Ali (K)	1 (1.3%)	0 (0%)	75 (98.7%)	76
Mawlawi Sirajuddin	11 (9.9%)	14 (12.6%)	86 (77.5%)	111
Khwaja Mashhad Boys	7 (12.3%)	7 (12.3%)	43 (75.4%)	57
Ghazi Khan	38 (61.3%)	9 (14.5%)	15 (24.2%)	62
Ibrahim Khail	5 (29.4%)	0 (0%)	12 (70.6%)	17
Total	71 (15.4%)	54 (11.7%)	335 (72.8%)	460

Based on the results of the table, out of a total of 460 respondents, 69.6% of teachers were evaluated at the poor level, 13.7% at the average level, and 16.7% at the excellent level in terms of performance competence. This finding indicates that a large proportion of

teachers do not have an acceptable level of practical and operational teaching skills, and there is a serious need to improve and strengthen this dimension.

In comparison between schools, Ghazi Khan High School shows the best performance condition, with 59.7% of teachers at the excellent level, while Hazrat Ali (K) High School has the lowest level, with 94.7% of teachers at the poor level. Additionally, in schools such as Sher Khan, Mawlawi Sirajuddin, and Khwaja Mashhad Boys, a considerable proportion of teachers fall into the poor category. These results indicate a noticeable difference between schools in terms of teachers' performance competence. Weakness in performance competence can lead to a decline in the quality of instructional activities, limited opportunities for practical learning, and reduced student participation in physical education classes. In contrast, teachers with higher practical skills are able to create a more active and effective learning environment.

Statistical Test Results: To examine the significance of differences between schools in terms of teachers' performance competence, the Chi-square test was used. The results showed that the Pearson Chi-Square value was 127.431 with 10 degrees of freedom and a significance level of less than 0.001 ($p < 0.001$). The Likelihood Ratio and Linear-by-Linear Association tests also indicated significant results.

Statistical Interpretation: Given that the significance level is less than 0.05, the null hypothesis of no difference between schools is rejected. Therefore, it can be concluded that teachers' performance competence differs significantly across schools. This difference suggests that some schools have a better status in terms of teachers' practical skills and can serve as a model for other schools. The results also emphasize the need to organize training courses and practical workshops to improve teachers' performance competence.

Table 3. Distribution of Physical Education Teachers' Performance Competence Levels in Schools

School	Excellent	Average	Poor	Total
Sher Khan	11 (8.0%)	26 (19.0%)	100 (73.0%)	137
Hazrat Ali (K)	1 (1.3%)	3 (3.9%)	72 (94.7%)	76
Mawlawi Sirajuddin	19 (17.1%)	10 (9.0%)	82 (73.9%)	111
Khwaja Mashhad Boys	7 (12.3%)	8 (14.0%)	42 (73.7%)	57
Ghazi Khan	37 (59.7%)	12 (19.4%)	13 (21.0%)	62
Ibrahim Khail	2 (11.8%)	4 (23.5%)	11 (64.7%)	17
Total	77 (16.7%)	63 (13.7%)	320 (69.6%)	460

Based on the results of the table, out of a total of 460 respondents, 61.7% of teachers were evaluated at the poor level, 17.4% at the average level, and 20.9% at the excellent level in terms of attitudinal competence. This finding indicates that a considerable proportion of

teachers, from the students' perspective, do not have a favorable attitude toward the teaching process and educational interaction.

In comparison between schools, Ghazi Khan High School shows the best condition in terms of teachers' attitudes, with 71.0% of teachers at the excellent level. In contrast, in schools such as Hazrat Ali (K), Mawlawi Sirajuddin, and Khwaja Mashhad Boys, a high percentage of teachers fall into the poor category. These differences indicate heterogeneity in teachers' attitudes across different schools. Teachers' attitudes play an important role in creating a positive educational environment, increasing student motivation, and improving the quality of classroom interactions. A positive attitude can enhance student participation and improve the learning experience, whereas a weak attitude may lead to reduced motivation and a decline in educational quality.

Statistical Test Results: To examine the significance of differences between schools in terms of teachers' attitudinal competence, the Chi-square test was used. The results showed that the Pearson Chi-Square value was 133.138 with 10 degrees of freedom and a significance level of less than 0.001 ($p < 0.001$). The Likelihood Ratio and Linear-by-Linear Association tests also reported significant results.

Statistical Interpretation: Given that the significance level is less than 0.05, the null hypothesis of no difference between schools is rejected. Therefore, it can be concluded that teachers' attitudinal competence differs significantly across schools. This difference suggests that some schools have a better status in terms of teachers' professional attitudes, which can influence the quality of educational interactions and the learning environment. In this regard, implementing motivational, educational, and capacity-building programs for teachers can be effective in improving their attitudes.

Table 4. Distribution of Physical Education Teachers' Attitudinal Competence Levels in Schools

School	Excellent	Average	Poor	Total
Sher Khan	18 (13.1%)	37 (27.0%)	82 (59.9%)	137
Hazrat Ali (K)	4 (5.3%)	15 (19.7%)	57 (75.0%)	76
Mawlawi Sirajuddin	17 (15.3%)	10 (9.0%)	84 (75.7%)	111
Khwaja Mashhad Boys	9 (15.8%)	6 (10.5%)	42 (73.7%)	57
Ghazi Khan	44 (71.0%)	7 (11.3%)	11 (17.7%)	62
Ibrahim Khail	4 (23.5%)	5 (29.4%)	8 (47.1%)	17
Total	96 (20.9%)	80 (17.4%)	284 (61.7%)	460

Correlation Analysis Between Teachers' Knowledge, Performance, and Attitude:

The analysis of the obtained results indicates that there is a degree of alignment among teachers' levels of knowledge, performance, and attitude in the studied schools. In schools where teachers' knowledge levels are higher, better outcomes are also observed in performance and attitudinal indicators. For instance, in Ghazi Khan High School, the percentage of teachers at the excellent level of knowledge is 61.3%, which is consistent with relatively high levels of performance (59.7%) and attitude (71%). In contrast, in Hazrat Ali (K) High School, the very low percentage at the excellent level of knowledge (1.3%) is accompanied by weak performance and low attitude (5.3%). This pattern indicates a positive relationship among teachers' knowledge, performance, and attitude; meaning that an increase in teachers' professional knowledge can contribute to the improvement of their practical skills as well as the development of a more positive attitude toward the teaching process and interaction with students. In fact, teachers with greater specialized knowledge are not only more competent in implementing instructional activities, but also demonstrate more constructive and professional attitudes. The above findings emphasize the importance of investing in enhancing teachers' knowledge and academic capacity, as improving knowledge can indirectly lead to improvements in both performance and attitude. Furthermore, successful schools such as Ghazi Khan and Ibrahim Khil can be considered as benchmarks in educational, managerial, and motivational aspects, and their experiences can be utilized to enhance the quality of other schools.

Discussion

Knowledge Dimension: The findings of the present study indicated that the level of knowledge related to teaching competence of physical education teachers, from the perspective of students, was evaluated as moderate to low, and the differences between schools were statistically significant ($p < 0.001$). These results suggest that students' perceptions of the quality of teachers' instruction vary across different schools, and such differences may be attributed to variations in teaching methods and teachers' levels of expertise.

This finding is consistent with the study conducted by Laghmani, Gholi Dehne, and Hasannejad, which showed that teachers' instructional styles have a direct impact on improving students' sports knowledge and goal orientation. In fact, the use of active and participatory teaching methods can enhance students' understanding of course concepts and improve learning outcomes (Laghmani, Gholi Dehne, & Hasannejad, 2018). Therefore, it can be concluded that increasing teachers' level of knowledge and employing active teaching strategies play an important role in improving students' understanding of physical education, and instruction based solely on traditional methods cannot ensure deep learning.

Performance / Practice Dimension: The results of the study indicate that the performance of physical education teachers, from the perspective of students, is at different levels, and the differences between schools are statistically significant ($p < 0.001$). This finding suggests that the quality of instructional delivery and teachers' practical skills are not the same across different schools.

These results are consistent with the study conducted by Javan, Rezaei, and Ahmadi, which showed that teachers' supportive behavior and their interaction style with students play an important role in evaluating teacher performance, and teachers who demonstrate greater supportive behavior are perceived by students as having better performance (Javan, Rezaei, & Ahmadi, 2018). In addition, Baharvand emphasizes that teachers' performance in physical education classes has a direct impact on the development of students' physical and psychological skills and can significantly influence the quality of learning (Baharvand, 2022).

Accordingly, it can be concluded that improving teachers' performance through in-service training, the use of modern teaching methods, and the provision of appropriate educational facilities can play an effective role in enhancing the quality of education and increasing learning effectiveness.

Attitude / Perception Dimension: The findings of the present study indicated that students' attitudes toward the teaching competence of physical education teachers varied across schools, and the differences were statistically significant ($p < 0.001$). In some schools, more positive attitudes toward teachers were observed, while in others, attitudes were at a lower level. Shahriari also showed that students' attitudes toward physical education are influenced by factors such as teacher behavior, teaching methods, and classroom environmental conditions, and these factors can lead to differences in students' attitudes (Shahriari, 2025).

Similarly, the study conducted by Javan, Rezaei, and Ahmadi found a positive relationship between teachers' supportive behavior and students' satisfaction and attitudes, indicating that teachers who demonstrate better interaction and greater support tend to foster more positive attitudes among students (Javan, Rezaei, & Ahmadi, 2018). Therefore, positive student attitudes toward teachers are formed when teachers possess appropriate communication skills, employ active teaching methods, and exhibit supportive behavior. In contrast, weaknesses in these factors may lead to decreased motivation and negative student attitudes.

Overall, the results of the present study showed that the three dimensions of knowledge, performance, and attitude of physical education teachers in the studied schools are at different levels, and the differences between schools in all three dimensions are statistically significant ($p < 0.001$). Furthermore, the findings suggest that these three dimensions are indirectly interrelated, and improving one dimension can positively influence the others. These results are consistent with previous studies and indicate that the quality of physical education depends on a combination of factors, including teachers' specialized knowledge, practical skills, and professional attitudes. Therefore, planning to enhance these three dimensions through specialized training, improving teaching methods, and strengthening teacher motivation can contribute to improving the quality of education in schools.

Conclusion

The findings showed that the overall teaching competence of physical education teachers in the schools of Kunduz city was at a moderate to weak level. Weaknesses were observed in cognitive, performance, and attitudinal competencies, indicating a need for further professional development. Significant differences were found among the selected schools in teachers' cognitive, performance, and attitudinal competencies. These differences may

be associated with variations in school conditions, educational facilities, teachers' experience, and professional development opportunities. Improving the quality of physical education teaching requires greater attention to teachers' professional development through in-service training, specialized workshops, modern teaching methods, practical skill development, and strengthening professional attitudes, along with adequate sports facilities and managerial support.

Acknowledgment

The authors also thank the anonymous reviewers for their helpful comments and suggestions.

Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflicts of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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