



THE IMPACTS OF THE PROFESSIONAL EXPERIENCE AND LABOR RELATIONSHIP ON THE PERFORMANCE OF PHYSICAL EDUCATION AND SPORTS' TEACHERS

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Abstract:- Through this article, we try to examine whether there are statistically differences in the performance of physical education and sports' teachers; which can be attributed to personal variables (professional experience and working relationship).

The study sample was randomly selected. It was of 150 teachers from the total of 500 physical education and sports' teachers, acting in the western ALGERIA. According to the professional experience, the teachers' number with 5 years' experience and above was 84; while, the teachers' number with 5 years' experience and less was 66 on one hand. On the other hand, there were 45 temporary teachers and 105 permanent teachers.

We have used a questionnaire of 48 items to measure the physical education and sports' teachers by the Five Point Likert scale, ranging from strongly disagree(1) to strongly agree (5). The items were distributed on four dimensions: 11 questions on lesson planning, 14 questions on lesson implementation, 13 questions on the assessment and 10 questions on the class management and organization. The questionnaire showed a high degree of validity by experts' opinion and internal consistency method, and high degree of reliability with split half and Cronbach Alpha method.

The results indicate a lack of statistically differences in performance that can be attributed to the professional relationship variables. While, there are statistically differences between permanent and temporary (non-permanent) teachers.

Keywords: The performance, Labor relation, Professional experience, Sport teacher

INTRODUCTION

To ensure their continuity, all educational institutions are seeking to collect the most important elements and components that have benefits on the long and short terms. Where, the field studies make sure that the performance is the most important element which considered as the primary component and the backbone of any organization whatsoever (Nigel, 1989).

Performance importance increased when we are talking about in the educational field; because high quality education can improve the social and economic situations of countries (Stephen & Margaret, 2004). So, the teacher does not take, only, a pivotal role in the educational process; but he, also, extends that to be an important factor in the future organizations and institutions (Andre, 1996)- whether educational or non-educational.

If performance reflects the good or the bad limit of someone's work, we must take into consideration a range of facts and circumstances under which he works (such as: the administrative system, the incentives and wages, the teaching methods and means, the specialization nature, the instruction with the other teachers, the employment contract nature, the relationship with students and the work environment ...); when we ask the teacher for a high level education. All these factors may impact either positively or negatively a teacher's performance which, in turn, affects his satisfaction and his motivation. These latter are, also, key elements in his life (Hornby, 2000).

In comparison to the performance that depends on the interaction of human resources with each other, due

to their ambiguity and quality tasks in their relationship with performance; the performance that depends on the interaction of a human resource with a material or technical element and quantity tasks, is considered as easy to be assessed (Messaoud Boureghda,2008).

Therefore, the evaluation of a teacher on the production and yield standards' basis, which is the amount of what the pupil got, is not enough; because this latter's performance is not, only, linked to the teacher's performance. It is, also, linked to social, psychological and mental conditions which are not controlled by the teacher.

The teacher's performance, in general, and physical education and sports' teachers, in particular, is the result of several and variable conditions; especially, in light of increasing number of women in so-called gender and equality in labor contracts' selection(Caroline& Johnny,2002).

Moreover, the increasing of the teacher's wage, which led to an increased demand for this profession by its graduates, creates a competition for this post (Peter & Oscar, 2011). This latter in turn, increases the number of temporary teachers looking for the professional experience. Whereas, if this kind of labor contracts make it easier for the institution to employ this category of teachers when the need is growing; they make it easier, as well, to demobilize them when this need is decreasing. Hence, the temporary (deputized) teacher feels insecure because he has not a permanent work, which affects his loyalty to this institution. This happen, at the time that his permanent peers benefit from additional incentives and compensations in wages (Hannah & Kathleen, 2008).

Given the trend in talking about the experience, the professional experience of physical education and sports' teachers is increased over time (Deborah, 2008) which led to the increase of wages (Christopher, 1989). That's why, the institutions use the promotion system to provide motivations and incentives in order to maintain their good teachers as long as possible (Deborah & al 1999). They provide them grants on the ground that they most of what motivate and drive them to work (Rosalind, 2009). So that, what increases the value and the workers' attractiveness of this latter is the feeling of fairness concerning the used decisions and the followed procedures; especially, by the growing number of studies that make sure the impact of justice on workers' preparations and behaviors (Ali &al, 2012).

A teacher's performance is influenced by all the above factors; particularly, when we realize that he doesn't offer his efforts as expected because he is influenced by his beliefs, expectations and rewards, he wants (Thimothy& Jason,2009). So, do the professional experience and the labor relationship affect the performance of physical education and sports' teachers in the process of middle education schools?

MATERIAL & METHODS

In order to analyze the performance of physical education and sports' teachers, we suggested tow hypotheses and the meaning of some terms of the study:

The Hypotheses:

- a) There are no statistically differences between the physical education and sports' teachers in performance, attributed to gender variables.
- b) There are no statistically differences between the physical education and sports' teachers in performance, attributed to professional experience.
- c) There are no statistically differences between the physical education and sports' teachers in performance, attributed to labor relationship (permanent or suppliant).

Terminology:

a)Performance:

It is the way in which an individual does his role. It is, also, the good or the extreme in which he does a given work. It is every work that requires a lot of efforts and fuss (Sikander& al, 2011). It is the realized result of a particular activity completion too (Le petit Larousse grand format, 2003).

So, performance requires the correlation of some elements with each other; which may be capable to make the do his duties and roles such knowledge competencies, skills and attitudes (Leopold & al, 2006).

In this study, we define the performance as a set of knowledge and skills that the physical education and sports' teacher displayed in his educational activity according to the following standards and themes: Lesson planning, Lesson implementation, Assessment, Management and organization of the class.

b)Personal variables:

Professional experience: It is the work performed by an individual for a long period of time of his life i.e. the

opportunities and the qualification received by an individual from the previous periods of employment (Hornby, 2000).

We mean by the professional experience variable, in this paper, all the acquired things by the physical education and sports' teacher (knowledgeable, psychological, physical, motions... etc), which may affect his performance.

Labor relationship: the teacher is related to his work institution through an employment contract. This latter refers to the mutual relationships between its parties through the participation in a project. This contract includes:

A formal side (Explicit Contract) as the incentives system, disputes resolving system, wages, holidays... etc

- An informal side (Implicit Contract) which is a psychological one. It refers to the unwritten expectations within the contract parties (Nigel, 1998).

So, according to this contract a teacher will be either permanent or suppliant.

According to the research, we have made, the physical education and sports' permanent teacher is the one who has a permanent employment contract. This contract reward to him several privileges; unlike the non-permanent teacher who works only for a specific period of time which may affect his performance.

c)The teacher:

- He is the trainer and the guider in the teaching-learning process through examples and experiments (Atlas Student Dictionary, 2003).

He is the person who educates others (Dictionary Hachette, 1996).

In our study, the teacher is the person who teaches physical education and sports in middle education schools, provided that he graduated and obtained a bachelor's degree from physical education and sports' departments.

The study sample:

The study is done on a random sample of 150 physical education and sports' teachers that represents the portion of 30% from the total of 500 teachers. They were equally distributed in the following cities: Oran, Mostaganem, Tlemcen and Relizane.

Regarding the professional experience, the teachers' number with 5 years of experience and above was 84 (56%). While the teachers' number with years of experience and less was 66 (44%); whereas, there were 45 temporary teachers with the rate of 30%; and 105 permanent teachers with the rate of 70%. The following table illustrates this:

Table n° (01): The distribution of the sample members according to the personal variables (Professional Experience, and Labor Relationship)

| Professional Experience | Frequency | % | Labor relationship | Frequency | % |
|-------------------------|-----------|----|--------------------|-----------|----|
| =5 years | 84 | 56 | Permanent | 105 | 70 |
| = 5 years | 66 | 44 | Temporary | 45 | 30 |

N= 500

The study materials:

Depending on the set of the used scales and questionnaires to measure the educational performance and on the previous studies, we have prepared a questionnaire to measure the physical education and sports' performance. It consisted 48 items with a five points LIKERT, ranging from strongly disagree (1) to strongly agree (5).

The questionnaire included two parts; the first is designed to collect the personal information, under study. Whereas, the second is designed to measure the performance axis of the physical education and sports' teacher, which are: Lesson planning, Lesson implementation, Assessment, and the chapter's management & organization.

1)The study material's validity: The content validity method demonstrates that the questionnaire phrases get an agreement proportion exceed 80%, among the arbitrators. The questionnaire prepared for the study is characterized by the validity of the internal consistency, because the correlation coefficients between each of the performance phrases. The axis that these phrases belong is statistically significant at the significance level of (0.000.) The questionnaire is, also, characterized by the validity of the internal consistency between each phrase and the overall performance; and between each axis and the overall performance.

2)The study material's reliability: The split half method by using the correlation coefficients Spearman BROWN indicates that the reliability coefficient for the two halves of questionnaire is high. Where, it is estimated by 0.9718 for the first half and 0.9560 for the second half. As, the correlation coefficient between the two halves is considered high too, estimated by (0.8865); and the reliability coefficient for the performance questionnaire, CRONBACH ALPHA, reflects a high stability value, estimated by (0.9784).

So, through the technique of a word delete, to ensure the stability of the questionnaire; this latter get a positive contrast when deleting each word of its words. Also, the stability coefficient was not affected from the delete of any word. Thus, the questionnaire kept a stability coefficient.

Procedure:

Our study took place in the following cities: Oran, Mostaganem, Tlemcen and Relizane. It singled the physical education and sports' teachers in middle education schools who have a bachelor's in theory and methodology of physical education and sports.

The study determined the following characteristics:

Teachers with 5 years' professional experience and more; and others with 5 years' professional experience and less. Two categories of work relationship (permanent & temporary).

The study is limited to 48 items, distributed on the following dimensions of performance: Lesson planning, Lesson implementation, Assessment, and Organization and management of the class

The study spheres:

The Spatial sphere: Middle education schools of Oran, Mostaganem, Tlemcen and Relizane.

The timing sphere: 2011/2012 scholar year.

The personal sphere: a sample of 115 physical education and sports' teachers, who have a bachelor's in theory and methodology of physical education and sports.

The study approach:

An approach is the arrangement and the organization system of the parts or the phases followed to achieve an objective (Atlas Student Dictionary ,2003). It is, also, the particular way of a work performance (Hornby, 2000).

In this study, we have used the descriptive approach, on the ground that it is a comprehensive survey of the phenomena in a particular group, in a particular place and at a specific time. Where, the researcher tries to detect and describes the existing conditions; and he will use what he will reach in future planning.

Statistical Analysis:

The researchers used the following statistical methods:

Mean

Standard deviation.

(T-Test) to study the differences' significance between the study groups.

The correlation coefficient "Pearson".

The correlation coefficient "Spearman Brown".

Results

1)Table n° (02): differences' significance in the performance on the basis of professional experience and labor relationship

| The variable | The professional experience | | | | | | Labor relationship | | | | | |
|--|-----------------------------|------|-------------------|------|-----------|-----|--------------------|------|-----------|------|------|-----|
| | 5 years and above | | Less than 5 years | | T | Sig | Permanent | | Temporary | | T | Sig |
| | M | SD | M | SD | | | M | SD | M | SD | | |
| Lesson planning | 3.40 | 0.53 | 3.30 | 0.73 | 1.33 | Non | 3.56 | 0.30 | 3.25 | 0.66 | 1.20 | Non |
| Implementation | 3.60 | 0.31 | 2.69 | 0.55 | - 1.13 | Non | 2.88 | 0.41 | 2.46 | 0.61 | 2.00 | Sig |
| Assessment | 2.49 | 0.44 | 3.28 | 0.39 | 1.42 | Non | 3.55 | 0.49 | 3.40 | 0.41 | 1.19 | Non |
| Organization & management of the class | 3.60 | 0.56 | 3.35 | 0.26 | 1.56 | Non | 3.85 | 0.22 | 3.59 | 0.36 | 1.97 | Sig |
| performance | 3.30 | 0.45 | 3.13 | 0.40 | 1.20 | Non | 3.71 | 0.51 | 3.33 | 0.58 | 2.09 | Sig |

M: Mean SD: Standard Deviation Sig: Significant FD: Freedom Degree =148
Significant Level=.05

There are no statistical differences in the performance of physical education and sports’ teacher concerning the professional experience and the labor relationship at the level of significance (0.05) and the freedom degree (148). Only, in organization and management of the class dimension there are significant statistical differences between permanent and temporary teachers.

DISCUSSION

We note from the table above that there are no significant statistical differences between the male and the female teachers, in the total performance at a freedom degree (113) and a significance level (0.05).

The table n° 02 has shown that there are significant statistical differences between the permanent and temporary teachers in performance at a freedom degree (148) and a significance level (0.05).. The noted is that the performance increase goes side by side with the increase of wages, compensations, and practices within the work ... (Andrew, 1996). But, these entire do not concerned the temporary teacher, compared to the permanent one. If the planning of the professional carrier and the work security sense contribute to improve performance, the temporary teacher does not feel all that which affects his performance and his emotional stability.

This outcome result agrees with the study of (Jennifer S. Skibba 2002) which confirmed the relationship between the employment contract, the emotional stability, and the performance in work (Jennifer, 2002).

The teacher’s performance is not, only, linked to his abilities and the nature of his formation; but, it has a close association with his belief and his ideology. Thus, the temporary teacher in all these conditions does not have the motivation nor the job satisfactions that make him offer the same level of performance as the permanent one; at the time that the developed countries consider the relationship between the motivation and the job satisfaction is the basis of each effective work (David ,2010).

Else we note from the table n° (01) that there are no significant differences in performance, between the experienced and the less experienced teachers at the level of significance (0.05) and the freedom degree (148), except the lesson implementation variable.

The reached result agrees with the study of (Jeffery H. Greenhaus& Al 1987), which confirmed the lack of a week interaction between work performance and work experience (Jeffrey &al ,1987). Once, the studies make sure that the provision of the right information can be dragged with him the quality and the effectiveness of the provided service; and it helps to achieve the desired objectives without being influenced by the time and the professional experience factors (Geoffrey,2003). This, what the teacher knew since the beginning of his work, such as, the wage, the professional carrier, the incentives and the promotion opportunities that he can gain. So, he cannot compare all these with another laborer who has more experience and worked for more years before him.

Our study comes to that the two groups (experienced & less experienced) are carrying out a good job. In our view point, this returns to the higher formation in the Physical Education and Sports’ Departments and the continuous training, through the seminars that are overseen by the inspectors; which led to bridge the gap that would appear due to the lack of experience. However, we explain the differences existence in the focus of the lesson implementation among the experienced members to the field training courses, carried out by the supervisors throughout the year; which benefited from more are the experienced group. In addition to that, the field long practice factor, comparing to the less experienced, had have a positive impact that allowed the first category to avoid the difficulties and implement the lesson in a best way.

CONCLUSION:

The success of the educational institution in the performance of its mission is highly dependent on the

teacher's performance; especially, if he considered his duties as a message, provided to the students and not a function that fills only his needs. This will not come to him only if he was been in a psychiatric condition that expresses a degree of happiness (Jay, 2003). The expected feeling is an outcome of a personal assessment to the work status' variables and components, which including the nature of his relationship with the institution and his experience (Klozowski, 2009).

Our study shows that there are no differences in the physical education and sports teacher's performance, related to the professional experience variable. Whereas, it shows that there are differences in the performance between the permanent and the temporary teachers. But, in order to these variables occur differences in performance; they may interact with other factors. So, the performance of permanent, temporary, experienced, and less experienced teachers may be influenced by the period in which they operate (transitional or persistent period). In the most cases, the performance may increase in the transitional period, so as the worker insures his work office. However, it may fall in constant period. But, sometimes it is vice versa, the performance rises in the constant period; when the teacher (worker) does gain more experience (Carl & al, 2004). Here, the personal characteristics of each individual interfere to determine this; which opens for us the way for more studies on the Physical Education and Sports' teacher's performance and the factors that influencing it, in order to achieve the highest possible performance.

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