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THE IMPACT OF VARIATION EVALUATION PRACTICES IN TEACHING FROM ONE PROFESSOR TO ANOTHER DUE TO THE DIFFERENCE IN ACADEMIC QUALIFICATIONS AMONG PHYSICAL EDUCATION AND SPORTS PROFESSORS IN SECONDARY EDUCATION IN ALGERIA

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Abstract: The purpose of this study was to investigate the impact of the difference in évaluation practices in teaching from one teacher to another, depending on the scientific qualification of physical education and sports teachers in secondary education in Algeria. For this purpose, we relied on the descriptive-analytical approach, in which we distributed a questionnaire on assessment practices in teaching to a research sample of 416 physical education and sports teachers in the secondary stage who were selected randomly. After collecting the results and processing them statistically, it was found that the assessment practices in teaching among physical education and sports teachers in secondary education in Algeria differ from one teacher to another depending on the variable of scientific qualification. Consequently, the study recommended the need for qualitative and comprehensive training for physical education and sports teachers in the field of modern assessment and its strategies.

Introduction: Recent scientific developments have made a great development in most fields, which has cast a shadow on the lifestyle of societies, especially the educational aspect, as the educational process is the focus of the convergence of science with man, where the individual's educational personality crystallizes and what results in the acquisition of various skills related to science, its requirements and manners. The teaching process is considered the essence of the educational process because it is manifested in the acquisition of various knowledge and multiple skills for teachers by teachers, as mentioned by many researchers who said that the teaching profession is a series of processes managed by the teacher and

to which the learner contributes. This process aims to provide learners with knowledge and mental, physical and skill abilities and to build social relations. That is, theteaching profession is an interconnected and integrated process based on a set of conditions and laws that determine the rights and duties of the members that form it, with the aim of making the interactive relationship between the teacher and the teacher formal, clear and realistic, as the interactive relationship that links the teacher and the teacher inside the classroom leads to the teacher carrying out his task of providing a set of information, knowledge and skills that teachers need to accomplish various tasks that contribute to the formation and crystallization of their personalities and influence their attitudesand tendencies, which makesthe teaching profession one of the most honorable and dullest of the professions at all [14].

Fidaa Akram Salim and Zaman Saleh Hassan believe that "the physical education teacher is a person who contributes with his personal effort to provide students with information and facts, and even goes beyond that to become a comprehensive educational process for all aspects of personality development [7]. The physical education teacher possesses the professional competencies that enable him to impart the necessary knowledge and skills to his learners to crystallize their personalities, and he has the communication and contact qualities capable of delivering his noble messages and appropriate guidance and possesses a high level of balanced personal qualities that ensure the exchange of respect between him and everyone.

One of the teaching competencies that should be available in a subject teacher is evaluative competence, where Benjamin Bloom defines evaluation as: "Issuing a judgment on the value of ideas, actions, solutions, methods, materials... etc. and it involves using criteria, levels, and standards to assess the sufficiency, accuracy, and effectiveness of things, and evaluation can be quantitative or qualitative" [10], and also: "Collecting a set of truthful and consistent information and analyzing it based on the specific standards set for achieving goals, in order to make a decision" [13], and Yechekour believes that: "The evaluative practice in the educational environment, which is based on the tool built according to scientific and appropriate conditions for the purpose of evaluation and carried out by a competent evaluator, enables obtaining the desired information as planned in advance, which helps in making the correct decision regarding the accomplished performance, either by enhancing the program, rejecting it, or modifying it, and all of this accompanies the educational learning process in all its stages" [14].

One of the factors that determine the level of evaluative competence in physical education teachers is professional experience. Professional experience is the essence of many years of learning, teaching, continuous training, and various experiences that the teacher has gained in their field of work, whether in classroom

teaching, organizing extracurricular activities, participating in school sports, or even specialized training in clubs or sports associations not affiliated with the educational institution. It is true that professional experience is not only linked to the number of years of service, but also to the number of experiences encountered in one's teaching career. However, in this study, we have relied on the number of years of service, due to the difficulty of quantifying the experiences and training courses undertaken by each teacher. We have divided years of service into the following categories: less than 5 years of service, 5 to 10 years of service, 11 to 15 years of service, and more than 15 years of service. Through our field observations and some interviews with teachers and subject supervisors, which lack any objective statistics, we felt that the level of evaluative practice is not primarily related to years of experience. In order to confirm our feeling, we conducted this study, which is based on the following question: Does the impact of evaluative practice differ among physical education and sports teachers in secondary education in Algeria based on professional experience? **Material-method**: Objectives: To identify the impact of evaluative practices in teaching on physical education and sports teachers, taking into account the variable of professional experience. Hypotheses: There is an impact of evaluative practices in teaching on physical education and sports teachers attributed to the professional experience variable. Professional Experience: It is an educational period during which a physical education teacher performs his work in teaching his students and verifying their understanding through assessment. Professional experience is not limited to the number of years of work, but also extends to the number and size of the experiences encountered and actual field work. Assessment Practices: These are the activities, tools, standards, and tests adopted by the physical education teacher to determine the level of his students, where these practices aim to avoid deficiencies and enhance strengths. Physical Education and Sports: It is one of the educational subjects in the Algerian educational system, distinguished from other educational subjects as it addresses the physical and movement aspect of the learner, without neglecting the cognitive and emotional aspect. Physical Education and Sports Teacher: He is the primary responsible in his specialization and aims to educate his learners in various aspects of their lives, relying on individual and collective physical education and sports activities, as he is characterized by a set of personal specifications and scientific and educational competencies that distinguish him from other teachers. Methodology: We relied on the descriptive analytical methodology that suits the nature of the study. Sample and selection methods: The sample size was determined by applying the Robert Mason equation, which estimated the minimum number to be 359 teachers. The questionnaire was distributed to 416 physical education and sports teachers in secondary education in both paper and electronic formats. The paper version was distributed to teachers present at their

educational institutions or baccalaureate exam centers in physical education and sports in the year 2019. The electronic questionnaire was sent to colleagues via social media platforms after verifying the teacher's qualifications to answer the questionnaire. The electronic questionnaire reached all three geographic regions of the country. The study period was from the beginning of 2017 to the beginning of 2022, and the following link is specific to the tool: https://forms.gle/JJja3xSc5Zritwog7

Table 1 Illustrates the distribution of the study sample across geographical regions:

Regions Population Size Sample Size Representation Rate

Representation percentage	Sample size	Community size	The areas
38,72	158	2117	The coastal region
49,49	208	2784	The highlands region
11,79	50	644	The desert region

The source :(Yechekour, 2022, p. 162)

Study Variables: A- Independent variable: Professional experience. B- Dependent variable: Evaluation practices in teaching among physical education teachers in secondary education in Algeria. The Tool: We used a questionnaire specific to evaluative practices in teaching for physical education and sports teachers. In order to prepare it, we adopted exploratory factor analysis, and after ensuring its fulfillment of conditions, five dimensions with 39 items emerged. We then named the dimensions and confirmed the psychometric properties of the tool (validity and reliability). As for validity, we relied on construct validity, where we found that the tool is characterized by high validity, while for reliability, we relied on Cronbach's alpha and Guttman, where we found that the tool has a high level of reliability. The following table represents the study tool.

Table 2 Represents the study tool represented by the Corrective Practices in Teaching Questionnaire:

Number	**Terms Axis 01: Determination of the evaluation criteria**
01	The professor identifies the appropriate evaluation networks for the activity.
02	Professor determines evaluation times and types in periodic distribution
03	The professor sets out a framework for the evaluation of the pedagogical documents.
04	The professor relies on the competency evaluation networks in the curriculum.
05	The teacher uses assessment criteria and indicators according to a standardized reference scale.
06	The professor chooses a standard-based evaluation ladder.
07	The professor sets the criteria for continuous observation.

08	The professor identifies the knowledge he needs in his work.
09	Professor determines how students are informed of the standards of mastery required prior to the evaluation of the skill for the evaluation of themselves.
10	The professor relies on special symbols to monitor the student.
11	Professor uses benchmarks and indicators by reference scale
12	The teacher employs a variety of evaluation tools and methods (tests, observation, assignments, exercises, discussions, and practical performance) to accurately assess student achievement.

Table 3 Represents the study tool represented by the Corrective Practices in Teaching Questionnaire:

Axis 02: Identification of competencies subject to correction	
13	The professor selects the problem of the situation that covers the target competency.
14	The professor gives the whole description of this situation by making it contextual.
15	The professor evaluates the competencies from the competency indicators.
16	The professor uses the Portfolio Achievement File to preserve and document the students' achievements, telling their progress.
17	The professor identifies one or more competencies to perform a function or set of tasks
18	Professor identifies learning skills to be measured
19	The professor employs all kinds of evaluation (before, during, after) based on educational objectives (knowledge, psychic, skill)
20	The professor provides an opportunity for self-evaluation and joint evaluation.
21	The professor plans the levels of the emotional field associated with the targeted skills.
22	The professor determines the work of the evaluation, depending on the student's performance and achievements.

Table 4 Represents the study tool represented by the Corrective Practices in Teaching Questionnaire:

Axis 03: Use of evaluation tools and methods	
23	The professor identifies appropriate corrective tools and methods for measuring targeted skills
24	The professor applies every kind of tool and evaluation in time for him.
25	Professor determines the degree of improvement of programmed activities
26	The professor shows the pupils ' response to the corrections made by him.
27	The professor sets the appropriate times for the retro feeding to be given to the pupil.

Table 5 Represents the study tool represented by the Corrective Practices in Teaching Questionnaire:

Axis 04: Planning of the evaluation process	
28	The professor determines the status and role of the self-evaluation for the pupil.
29	The professor determines the appropriate tests for each calendar during the study stages.
30	The professor relies on professional competency evaluation networks.
31	The professor determines the type of evaluation in the technical document during each stage of the study.
32	The professor plans cognitive field levels associated with targeted skills.
33	The professor takes into account individual differences in programme planning
34	The professor identifies media contacts for data collection and results analysis
35	The professor sets the time for the evaluation at every stage of the class.

Table 6 Represents the study tool represented by the Corrective Practices in Teaching Questionnaire:

	Axis 05: Implementation of the evaluation
36	The professor chooses educational attitudes that are appropriate to the educational objective.
37	The professor makes the necessary interventions and corrections at the right times and places.
38	Professor uses teaching methods appropriate to pupils ' level
39	Professor uses teaching methods appropriate to the educational objective

Answer: Always, Often, Sometimes, Seldom, Never; The source: (Yechekour, 2022, p. 283)

Results: Statistical means: Calculating average - standard deviation - constant coefficient (" Krumbach ") - constant coefficients for Gitman. Presentation of the results of the hypothesis: The impact of the evaluation practices of physical and math education teachers varies from one teacher to another depending on professional experience.

Table 7 Analysis of multiple variation to test the impact and dimensions of evaluation practice according to professional experience (N=416)

Significance level	Total squares	Degree of freedom	Average squares	f	Professional experience
0,420	159.319		53,106	0,942	Axis 01
0,524	99,099		33,033	0,749	Axis 02
0,893	7,210	03	2,403	0,204	Axis 03
0,204	160,805		53,602	1,538	Axis 04
0,021	64,104		21,368	3,283	Axis 05
0,490	1303,179	03	434,393	0.808	Total axes

According to the table above, there is no variable effect of the evaluation practices and their dimensions depending on professional experience, except for the fifth axis (evaluation implementation), where the value of the 0.021 level is less than 0.05.

Table 8 Summarize the impact of different evaluation practices for professional experience using Chevy coefficients for the first axis (N=416)

Higher	Minimum	Significance level	Standard error	Divergence of mediums	Evaluation practices	
5,6755	9,8195-	0,905	2,75998	2,0720-	10_05	
10,8752	9,9382-	0,999	3,70731	0,4685	15_11	<05
14,2074	6,1012-	0,740	3,61739	4,0531	>15	
9,8195	5,6755-	0,905	2,75998	2,0720	<05	
13,8622	8,7812-	0,941	4,03327	2,5405	15_11	05-10
17,2152	4,9651-	0,494	3,95078	6,1250	>15	
9,9382	10,8752-	0,999	3,70731	0,4685-	<05	
8,7812	13,8622-	0,941	4,03327	2,5405-	10_05	11-15
16,6715	9,5024-	0,898	4,66211	3,5846	>15	

6,1012	14,2074-	0,740	3,61739	4,0531-	<05	
4,9651	17,2152-	0,494	3,95078	6,1250-	10_05	>15
9,5024	16,6715-	0,898	4,66211	3,5846-	15_11	

The previous table details the comparisons between the variables of the valuation practices according to the professional experience of the evaluation practices, using the Chivi differential coefficient, where the results revealed that there were no differences between the variables of the professional experience in the total axes since the level of the function was all greater than 0.05.

Table 9 Summarize the impact of different evaluation practices for professional experience using Chevy Labs for the determination of evaluation criteria (N=416)

Higher	Minimum	Significance level	Standard error	Divergence of mediums	Determination of valuation criteria	
1,5814	2,7526-	0,783	0,98366	0,9272-	10_05	
3,0717	3,6984-	0,996	1,20040	0,2979-	15_11	<05
4,4643	1,9349-	0,799	1,17129	1,1764	>15	
3,4358	1,6869-	0,783	0,98366	0,9272	<05	05-10
4,2952	3,4277-	0,972	1,30595	0,6293	15_11	
5,6945	1,6702-	0,440	1,27923	2,1036	>15	
3,6675	2,2648-	0,996	1,20040	0,2979	<05	11-15
3,0366	3,0598-	0,972	1,30595	0,6293-	10_05	
5,7117	2,0583-	0,812	1,50956	1,4743	>15	
2,1115	3,8836-	0,799	1,17129	1,1764-	<05	
1,4873	4,6846-	0,440	1,27923	2,1036-	10_05	>15
2,7632	5,4407-	0,812	1,50956	1,4743-	15_11	

The previous table details the comparisons between the variables of the valuation practices according to the professional experience at the point of determining the evaluation criteria, using the Chivi differential coefficient, where the results revealed that there were no differences between the variables of professional experience in this axis since the level of the index was all greater than 0.05.

Table 10 Summarizes the impact of different evaluation practices for professional experience using the Chevy Lap for evaluation Competencies (N=416)

Higher	Minimum	Significance level	Standard error	Divergence of mediums	Identification of competencies subject to evaluation	
1,6869	2,7526-	0,929	0,5329-	0,5329-	10_05	
2,2648	3,6984-	0,929	0,7168-	0,7168-	15_11	<05
3,8836	1,9349-	0,829	0,9744	0,9744	>15	
2,7526	1,6869-	0,929	0,5329	0,5329	<05	
3,0598	3,4277-	0,999	0,1840-	0,1840-	15_11	05-10
4,6846	1,6702-	0.621	1,5072	1,5072	>15	
3,6984	2,2648-	0,929	0,7168	0,7168	<05	
3,4277	3,0598-	0,999	0,1840	0,1840	10_05	11-15
5,4407	2,0583-	0,659	1,6912	1,6912	>15	

1,9349	3,8836-	0,829	0,9744-	0,9744-	<05	
1,6702	4,6846-	0.621	1,5072-	1,5072-	10_05	>15
2,0583	5,4407-	0,659	1,6912-	1,6912-	15_11	

The previous table details the comparisons between the variables of the valuation practices according to the professional experience of the AVC, using the Chivi differential coefficient, where the results revealed that there were no differences between the variables of professional experience in the AVC since the level of evidence was all greater than 0.05.

Table 11 Summarize the impact of different valuation practices for professional experience using Chevy Labs for the use of tools and methods of valuation (N=416).

Higher	Minimum	Significance level	Standard error.	Divergence of mediums	Use of tools and methods of evaluation	
1,2034	1,0888-	0,999	0,4828	0,573	10_05	
1,7858	1,2931-	0,977	0,54842	0,2463	15_11	<05
1,8796	1,1246-	0,919	0,53512	0,3775	>15	
1,0888	1,2034-	0,999	0,4828	0,573-	<05	
1,8639	1,4857-	0,992	0,59664	0.1891	15_11	05-10
1,9608	1,3204-	0,960	0,58444	0,3202	>15	
1,2931	1,7858-	0,977	0,54842	0,2463-	<05	
1,4857	1,8639-	0,992	0,59664	0.1891-	10_05	11-15
2,0671	1,8048-	0,998	0,68967	0,1311	>15	
1,1246	1,8796-	0,919	0,53512	0,3775-	<05	
1,3204	1,9608-	0,960	0,58444	0,3202-	10_05	>15
1,8048	2,0671-	0,998	0,68967	0,1311	15_11	

The previous table details the comparisons between the variables of the valuation practices according to the professional experience of the change in the use of tools and methods of valuation, using the Chivy differential coefficient, where the results revealed that there were no differences between the variables of professional experience in this axis since the level of evidence was all greater than 0.05.

Table 12 Summarize the impact of different evaluation practices for professional experience using Chevy Labs for the schematic point for the schematic process (N=416).

Higher	Minimum	Significance level	Standard error.	Divergence of mediums	Plan for the revamping process	
1,0150	2,9312-	0,603	0,70290	0,9581-	10_05	
2,6152	2,6855-	1,000	0,94417	0,0352-	15_11	<05
3,7421	1,4300-	0,665	0,92127	1,1560	>15	
2,9312	1,0150-	0,603	0,70290	0,9581	<05	
3,8063	1,9604-	0,848	1,02718	0,9230	15_11	05-10
4,9385	0,7103-	0,222	1,00617	2,1141	>15	
2,6855	2,6152-	1,000	0,94417	0,0352	<05	
1,9604	3,8063-	0,848	1,02718	0,9230-	10_05	11-15
4,5241	2,1418-	0,800	1,18733	1,1912	>15	

1,4300	3,7421-	0,665	0,92127	1,1560-	<05	
0,7103	4,9385-	0,222	1,00617	2,1141-	10_05	>15
2,1418	4,5241-	0,800	1,18733	1,1912-	15_11	

The previous table details the comparisons between the variables of the valuation practices according to the professional experience of the planning hub of the valuation process, using the Chivi coefficient, where the results revealed that there were no differences between the variables of the professional experience of this axis.

Table 13 Summarizes the impact of different evaluation practices for professional experience using a oral coefficient of the evaluation implementation hub (N=416).

Higher	Minimum	Significance level	Standard error.	Divergence of mediums	Evaluation implementation	
1,1415	0,5637-	0,824	0,30374	0,2889	10_05	
2,4173	0,1267-	0,022	0,40799	1,2720	15_11	<05
1,4863	0,7487-	0,835	0,39810	0,3688	>15	
0,5637	1,1415-	0,824	0,30374	0,2889-	<05	05-10
2,2291	0,2629-	0,181	0,44387	0,9831	15_11	
1,3004	1,1406-	0,998	0,43479	0,0799	>15	
0,1267-	2,4173-	0,022	0,40799	-1,2720	<05	11-15
0,2629	2,2291-	0,181	0,44387	0,9831-	10_05	
0,5370	2,3434-	0,378	0,51307	0,9032-	>15	
0,7487	1,4863-	0,835	0,39810	-0,3688	<05	
1,1406	1,3004-	0,998	0,43479	0,0799-	10_05	>15
2,3434	0,5370-	0,378	0,51307	0,9032	15_11	

The previous table details the comparisons between the Valuation Practice variables according to the professional experience in the Valuation Implementation Hub, using the Chivi Variability coefficient, where the results revealed that there were only differences between the <05 and 11_15 variables in favour of the >05 at the 0.022 marker level, except that there were no differences between the remaining changes in professional experience in this axis.

Discussions: The impact of Valuation Practices on physical and nursing educators varies from one teacher to another depending on professional experience. With reference to table 7 showing the multiple variation of the impact and dimensions of the evaluation exercise according to professional experience (N=416), note that the entire indicator level is greater than 0.05, except for the last axis of Valuation Implementation, where the value of the indicator level in the Valuation Implementation axis (0.021) is less than 0.05, which means that there are differences in Valuation Practices due to the variable of professional experience in relation to this axis, as well as table 8 showing the effect of different Valuation Practices for Professional Experience using the Chevy coefficients of the overall angles (N=416), where did the results reveal that there are no differences between the variables of professional experience in the total axes as a whole, since the level of evidence was all greater than 0.05, and since professional experience was linked to the number of

years of service as well as to the training courses, since most of them are summarized in new modifications and are often theoretical, without losing sight of the composition of the new teacher, who himself was received by his colleagues who preceded him and who was theoretical.

The table 9 shows the comparisons between the variables of the first axis (the determination of the evaluation criteria) by occupational experience, and table 10 shows the comparisons between the variables of the practice of the second axis (the determination of the competencies subject to evaluation) by professional experience. The table 11 also shows comparisons between the variables of the third axis (use of tools and methods of evaluation) for professional experience, table 12 shows comparisons between the variables of the practice of the fourth axis (planning of the evaluation) for professional experience. The results of these tables have exceeded the indication level (0.05) in all categories of professional experience. This means that there is no difference in the practices of the first four axes due to the variable of professional experience, a study found that professional experience and scientific background were not affected by the composition variable [6], there are no statistically significant differences in the level of performance of physical and physical education teachers in the teaching skills of the implementation center due to the variable of teaching experience" [3] ,We believe that these results are due, on the one hand, to a lack of field composition, both at the initial or in-service stage, and, on the other hand, to the routine exercise of the revamping process, which all teachers are committed to in order to give a mark determining the level of the learner.

The table 13 shows the comparisons between the variables of the practice of the fifth axis (evaluation implementation) for the professional experience of the Chivy differential coefficient, where the mean level (0.05) in all categories of professional experience in this axis was greater than that of the two categories (<05) and (05-10), estimated at 0.022, this means that there is no difference between the evaluation practice and the change in professional experience, except for the difference in the practice of this subject between category (>05) and category (05_10) for the benefit of category (>05). This finding was confirmed by one of the studies that found an inverse relationship between the evaluation practice and the vocational experience assessment skill of the secondary stage physical and masturbation course, what led us to conclude is that the higher the professional experience, the lower or the weaker the level of ownership of the evaluation skill, [12], this difference is, in our view, due to the fact that the category of less than five years of experience has developed more on the new competency methodology, which calls for a parallel process of evaluation of the teaching process and specifically refers to the formative calendar, as opposed to the teachers of the "05-10" category, who have difficulty coping with the new evaluation methodology, having received a

composition of the new approach, most of whom have been confined only to in-service composition, and even to the composition provided in the school days and colloquia, most of which are concerned with planning and programming in general and with planning for the evaluation in particular at the expense of implementation, without forgetting that the same composition programmes and hubs are almost repeated every year, despite the different body supervising the composition, as well as the diminished motivation of work in this category.

In general terms, through tables (8, 9, 10, 11, 12 and 13), which summarize the impact of different evaluation practices for professional experience using Chevy ' s coefficients for surveying as a whole and for each axis, we found that there was no impact of different evaluation practices for teachers according to professional experience, and this finding was consistent with several of the findings of studies that found that there were no statistically significant differences in evaluation competence between teachers due to the variable of professional experience, and that there was considerable similarity in the evaluation practice despite the different number of years of professional experience (Ouarib & Mahadjer, 2015; Alali, 2017, p. 3. 222; Abdullah Enaimi, 2016, p. 3. 387; Nassir, 2015, p. 316, 94), the outcome of these studies also agreed with other studies that led to the fact that the differences of experience and the number of training courses were not statistically significant, and that the rationale could be given to routine final evaluation procedures (Elborsan & El Roys, 2015, p. 3. 118; Bouraghda & Mirouh, 2014, p. 4.; Brodj, 2014, p. 22, 154), while noting the circumstances surrounding teachers in the application of the competency teaching methodology, which have made them uneducated from one another in terms of teaching, including in terms of evaluation, since they receive almost the same courses and training programmes despite differences in their time, with reference to the difficulties of teaching according to the skills approach shared by the majority of the teachers of the subject, such as the lack of facilities, tools and tools available, the conceptual difficulties of confusing terminology from the theoretical point of view, and even though there is a proportion of teachers who have conceptual control over concepts, there is difficulty in operationalizing the evaluation practices in the field, owing, inter alia, to the size of the large section and the insufficient time allowed, without losing sight of the quality and quantity of the composition received by the teacher who lacks quality, we would like to rely on the theoretical aspect at the expense of the application. This result is also due to the fact that new teachers build their careers on their colleagues with whom they work and who are often more experienced than they are. New teachers who work alone in educational institutions are instructed by the article ' s national education inspectors to continue to form them among the more experienced and formed teachers.

Conclusions: In this research paper, we have discussed the impact of the evaluation practices in teaching among teachers of physical education and sports in secondary education in Algeria on the changing professional experience, where this variable is considered to be one of the affected variables in any field, including in the teaching field. Having obtained the results that resulted in the lack of influence of the experience variable on the calendar practice of teaching by physical education and sports teachers, which contrasted with the assumption that we had made, but when discussing and comparing the results with many results, most of which were similar to those of our study, we realized that the factors that led to this result were highly objective. Professional experience is not affected by the number of years of work as much as by the actual practice of teaching and evaluation, and the number of different and continuous experiences experienced by the professor. A professor whose five-year service has not been exceeded can have more educational experience than a teacher in the number of years of service, and a professor who also has more than 20 years of service has more experience than others in teaching. These results, if anything, indicate that the calendar exercise is less than the aspiration, since a modern professor like an old teacher in the teaching field in terms of the calendar exercise shows a decline in the level of the calendar practice of teachers. Therefore, research should be made on strategies to ensure the advancement of the calendar level in the subject of physical and sports education, based on recent studies that call for modern and realistic evaluation, with various possibilities for applying these strategies.

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