

Professional Experience as a Lever for Regulating Physical Education Lessons among Experienced Teachers

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Abstract

Original Research Article

In this document, the authors have sought to demonstrate that professional experience allows seasoned physical education teachers to refine their pedagogy and teaching methods, giving them the ability to adjust lessons in real time through a better understanding of the context and by actively participating in student reactions, drawing on previous analyses of their practices. This experience provides them with a flexibility and adaptability that, going beyond the simple application of didactic theories, allows them to effectively structure and adapt lessons to promote student learning.

Keywords: Experience, Leverage, Regulation, EPS.

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1. INTRODUCTION

A better understanding of teachers' perceptions of continuing education and professional experience will have an impact on the quality of education, when it is able to allow for a rethinking of beliefs about the profession and the adoption of new paradigms. Physical Education (PE) is a time when skills such as cooperation, teamwork, and leadership are developed, and when attitudes such as discipline, appreciation of effort, and self-improvement are transmitted – all values that allow individuals to integrate properly into society. Physical education (PE) is therefore a fundamental discipline, in that it touches the very foundations of a child's personality and development. By offering the opportunity to play with and understand rules, it uses physical and sporting activities (PSA) as both a means and an object of instruction in order to develop learner motor skills [1]. Football, considered the king of sports, is indeed one of the PSAs included in the school curriculum.

Thus, the act of learning leads to the regulation and, consequently, the remediation of students' actions, ultimately resulting in the completion of their assigned task. Football is an activity that demands significant

investment from both the teacher and the student. Therefore, to deliver effective content, the teacher is called upon to use experiential transposition. As for the student, they are expected to demonstrate a pre-dynamic attitude of cognitive and physical readiness in order to learn. Along the same lines, Shulman (1987) emphasizes that classroom organization and dynamics are not random, as cause-and-effect relationships exist between the types of teaching interventions, the context, and the action itself. From this perspective, the teacher initially provides collective organizational instructions, then guides the students' actions while respecting the overall educational plan of the school and that of the class in particular.

Physical education (PE) offers teachers a multitude of opportunities to help students develop motor, methodological, social, safety, and health skills, aiming for the expected competencies defined in the curriculum for the discipline and the school as a whole. To achieve this, PE teachers intervene at different levels and within different timeframes to allow students to engage in an individual and collective process from which they can develop new skills to act as "informed, autonomous, physically and socially educated citizens,

¹ Shulman, L. S. (2005). Signature Pedagogies in the Professions. *Daedalus*, 134(3), 52-59. <http://www.jstor.org/stable/20027998>.

committed to living together" (PE curriculum for middle school, Special Official Bulletin No. 11 of November 26, 2015). Through situational learning, PE teachers guide "children and adolescents to seek well-being and to be concerned about their health, while ensuring the inclusion, in the classroom, of students with special educational needs or disabilities." "Physical education introduces students to the enjoyment of sports and addresses the educational challenges of the common core curriculum. The teacher's activity is a complex process which, according to Lenzen and Deriaz [2], lies at the intersection of four determinants: their own conceptions or values, local context, the institution, and the characteristics of the student population they are teaching. Researchers are developing the idea that decisions regarding content objectives and teaching style are primarily determined by the teacher's educational preferences."

The main question of our study is whether professional experience can be a lever for regulating physical education teaching?

The aim of this study is to align with the management of physical education teaching to better understand each other and recognize the need for pedagogical supervision, thereby promoting its smooth implementation. It will then have the advantage of laying the foundations for high-quality performance by physical education teachers in schools.

2. METHODOLOGY

Framework and Type of Study

This study was carried out at the Higher Institute of Physical Education (ISEPS) in Brazzaville during May 2023. Through this study, we wanted to conduct a reflective analysis on professional experience as a lever for regulating the PE lesson among experienced teachers.

Type of Study and Population

This is a cross-sectional quantitative study that allows us to conduct a short-term investigation.

Our survey took place at the Higher Institute of Physical Education. The study population consisted of all trainee teachers (male and female) at Higher Institute of Physical Education. Our sample comprised 50 teachers. We used a random sampling method. After several weeks, specifically two months, we collected 35 questionnaires.

Sample

This is a portion of the population or a group on which the information for our study is based. For the

composition of our sample, we used the so-called random sampling method. Given that we had worked with trainee teachers at the Higher Institute of Physical Education, after observing the selection and exclusion criteria, our final sample consisted of 35 teachers (24 male and 11 female).

The participants in this study were selected according to these different criteria:

- To be a physical education teacher working in the establishment selected for the survey during the current school year;
- Having a class to teach;
- Having given one's consent;
- Answer all questions.

The following were excluded from the study:

- Teachers of other subjects;
- The teachers did not give their consent;
- The teachers did not answer all the questions.

Data Collection

Generally speaking, a data collection instrument is a piece of equipment or a means by which a result is obtained. In the field of research, equipment is an indispensable tool because it allows us to collect the data for the study. For this study, we used a questionnaire as our data collection technique.

This questionnaire sheet is a survey method which involves formulating questions methodically which must be answered in writing.

We chose it because of its directness. This questionnaire consists of open and closed questions.

This questionnaire consisted of two (2) parts:

- The first part was devoted to information relating to general information (rank, seniority, gender, classes in charge);
- The second part was based on questions related to reflective analysis of the theme.

Data Collection Protocol

To achieve our results, our protocol underwent two phases. Before any action was taken, permission to access the institution to conduct our study was obtained upon presentation of the research authorization certificate signed by the Deputy Director of the Higher Institute of Physical Education. This certificate was presented to the head of the institution.

Statistical Processing and Analysis

After collecting the data, we proceeded with the analysis. The data obtained was then entered into Excel for further processing.

² Lenzen, B. et Deriaz, D. (2015). Le curriculum réel en EPS à l'école primaire dans le canton de Genève : caractéristiques et déterminants. Carrefours de

l'éducation, 40(2), 123-138.

<https://doi.org/10.3917/cdle.040.0123>.

3. RESULTS

Table 1: Descriptive value of the seniority variable

	Minimum	Maximum	Average	Standard deviation
Seniority	6.00	23.00	11.6750	7.45375

Table 1 presents the descriptive value, expressed as mean and standard deviation, of the variable "seniority in the teaching profession." This table shows

that teachers' seniority ranged from 6 to 23 years. However, the mean value for this sample was 11.67 ± 7.45 years.

Table 2: Descriptive value of the variable number of children in care

	Minimum	Maximum	Average	Standard deviation
Number of children in care	1.00	14.00	5.3500	2.67515

Table 2 presents the descriptive value, expressed as mean and standard deviation, of the number of children in care. This table shows that the number of

children ranged from 1 to 14. However, the mean value for this sample was 5.35 ± 2.67 children in care.

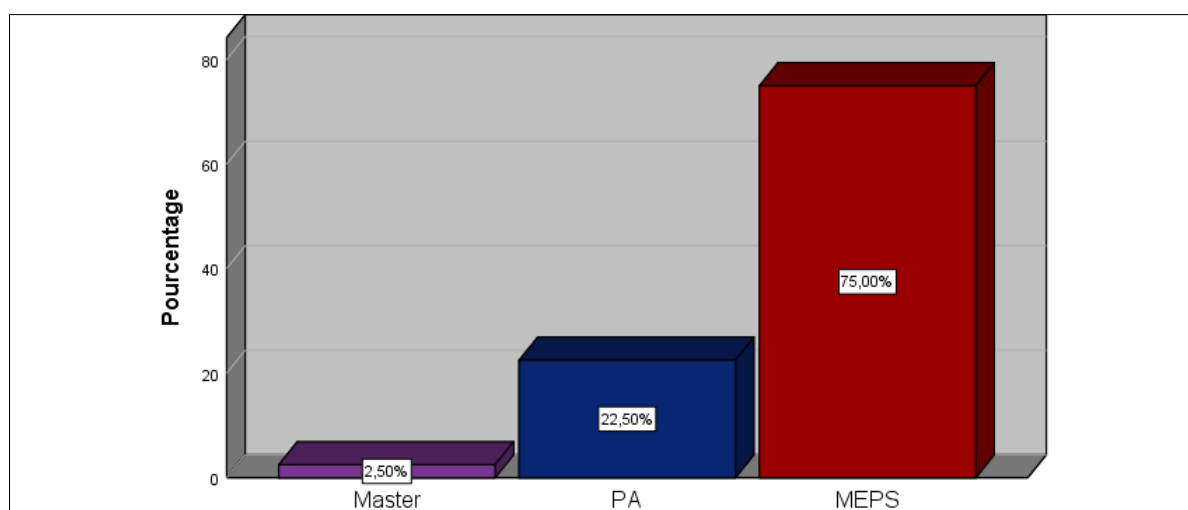


Figure 1: Grade of teachers surveyed

Figure 1 shows the grades of the teachers interviewed in this survey. This figure illustrates that

75% of the teachers held the MEPS grade, 22.50% held the PA grade, and 2.50% held a master's degree.

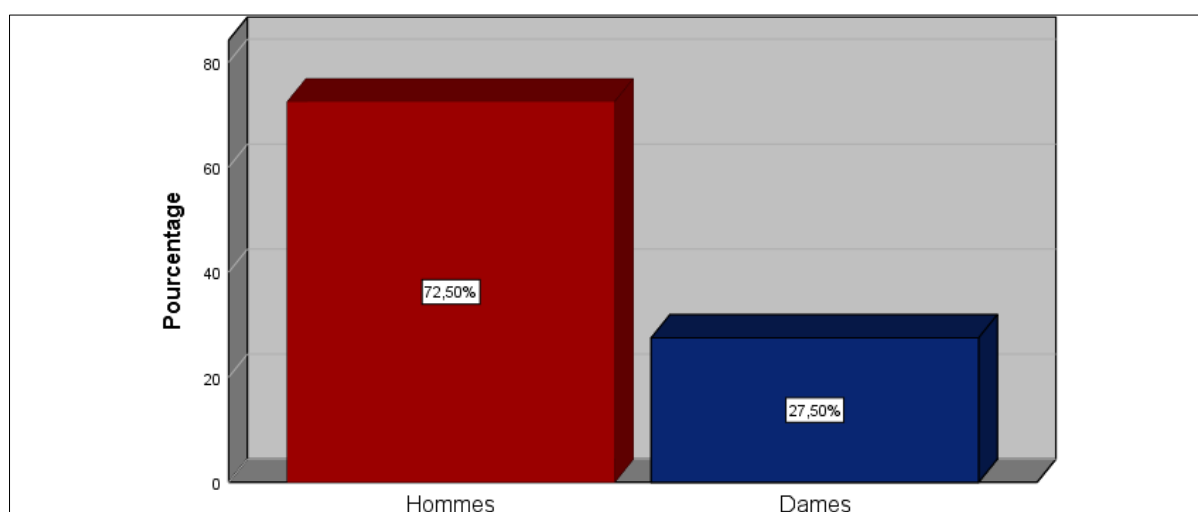


Figure 2: Gender of teachers surveyed

Figure 2 shows the gender of the teachers interviewed in this survey. It reveals that 72.50% of the

teachers interviewed were men, while 27.50% were women.

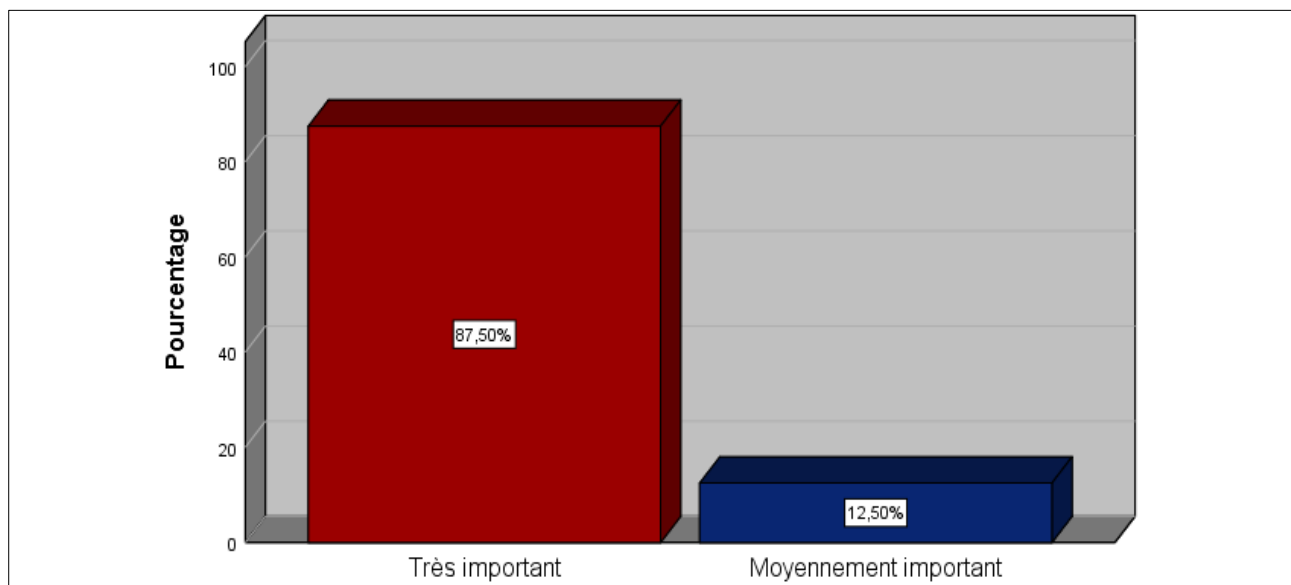


Figure 3: Importance of communication with the supervisor

Figure 3 illustrates the importance of communication with the supervisor. It shows that 87.50% of the teachers surveyed consider

communication with supervisors to be very important, while 12.50% consider it moderately important.

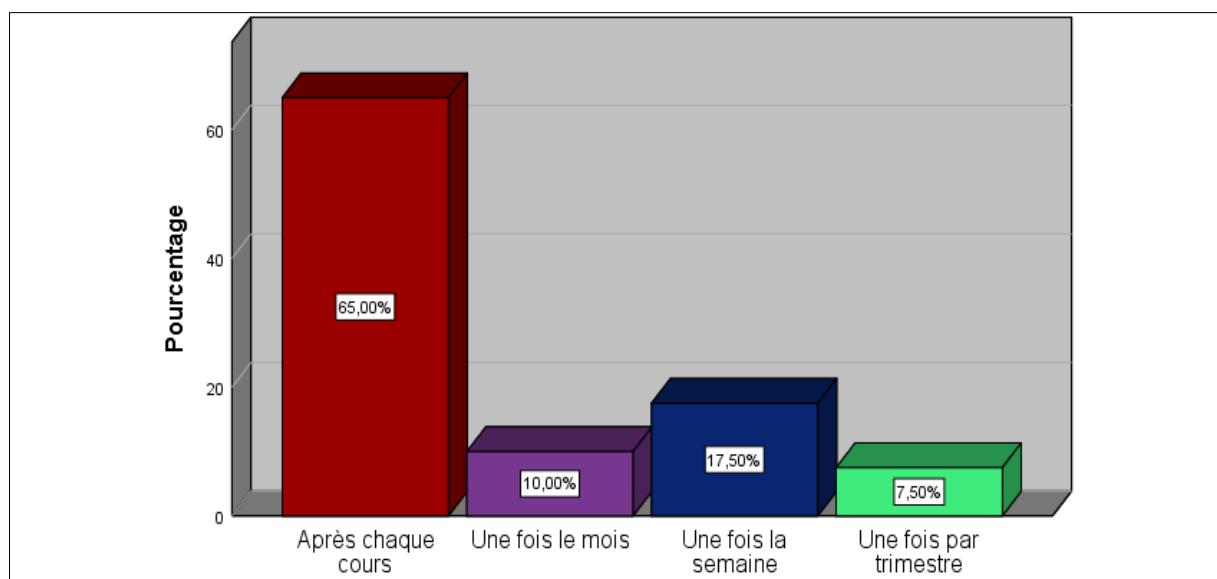


Figure 4: Interview Timeline

Figure 4 presents the timeline of meetings between the supervisor and the teacher. This figure illustrates that only 65% of the teachers surveyed had meetings after each class. 17.5% of teachers usually had

meetings once a week. 10% of teachers had meetings once a month. And finally, 7.5% of teachers estimated that they had meetings once per term.

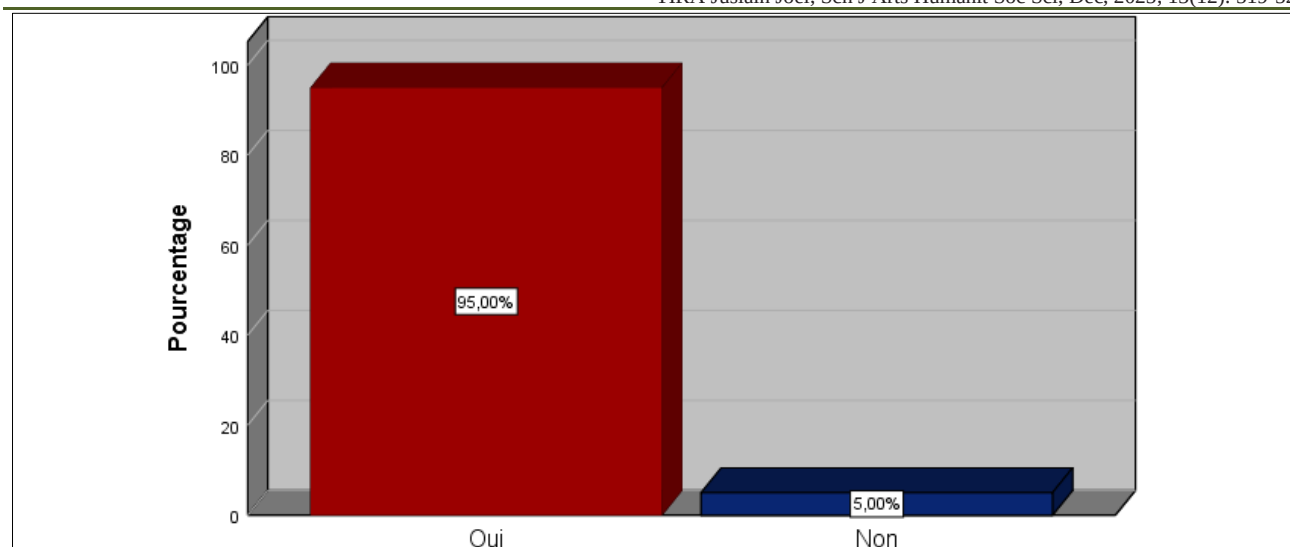


Figure 5: Freedom of expression with the supervisor

Figure 5 illustrates how freedom of expression is perceived during exchanges between supervisors and teachers. This figure shows that almost all teachers surveyed (95%) reported having freedom of expression during interviews. However, very few teachers felt they did not have this freedom during interviews.

When asked, "In your opinion, what criteria should a supervisor use to evaluate classes?", several teachers offered insightful responses. They listed the following criteria: assessment and evaluation of physical education sessions, evaluation of interpersonal skills, practical skills, and pedagogical and human qualities.

In response to the question, "What attitude should teachers adopt in the presence of the supervisor?", the opinions of the teachers interviewed were analyzed. This analysis revealed that teachers should be good listeners, asking questions where they were unclear. The teacher should be attentive, deferential, and respectful towards the supervisor. Above all, the teacher should be punctual.

When asked "what difficulties do you encounter in your work?", the teachers' opinions were varied:

- The lack of sports facilities, teaching materials or sometimes playing fields invaded by passers-by;
- Student absenteeism and large numbers of students showing up during assessments;
- Contempt for others;
- The lack of official texts, the lack of capacity-building seminars for teachers.
- The overabundance of classes.

When asked, "What do you recommend to address these difficulties?", teachers rushed to offer their

opinions. Several recommendations were then established, including:

Schools must develop or create sports facilities and purchase teaching materials to encourage teachers to work better.

The state, and in particular the Minister of Sport, must take responsibility in the field of education to address these difficulties.

Those in charge of the establishments must properly organize or reserve the rooms or arrange the spaces.

The disbursement of EPS funds by the directors,

Attendance lists should be taken after class to allow the supervisor to penalize absences. Absences should be punished at any time, including physical education teachers, just like other teachers.

That INRAP and the government put in place these measures in time or even from the start of the school year.

4. DISCUSSION

The results demonstrate a shift in perceptions and, above all, attitudes among teachers regarding supervision. In general, physical education teachers overwhelmingly value their supervision during continuing professional development. In light of the results of this study, we will focus our discussion on these key points:

The Importance of Continuing Education in Physical Education

Dugas [3], asserts that Physical Education (PE) possesses a unique characteristic unmatched by any other discipline: the playful integration of movement within physical, sporting, and artistic activities. Thus, PE teachers intervene in an educational context to transform, among other things, students' motor skills. From this perspective, the educational means to achieve the targeted knowledge and skills inevitably involve physical and sporting activities. However, one of the difficulties for teachers lies in making relevant choices among the multitude of activities (several hundred) that define the scope of social forms of physical practice. In other school subjects, the choice and, above all, the planning are not as varied. Faced with this multitude of practices, continuing professional development can enable teachers to broaden the range of social physical practices and adapt to the evolving world.

Martine [4], argues that continuing education offers much more than just content. While it certainly allows individuals to maintain their qualifications, it also provides an opportunity to constantly compare their acquired knowledge, analyze and contextualize their experiences, and thus gain the necessary perspective on their own practices to strengthen their skills. The role of peer exchange, interaction with others, and debate is fundamental to personal development. While acquiring knowledge remains essential throughout a career to maintain expertise and develop new professional skills, we have entered an era of such profound transformation that individuals must first and foremost acquire the ability to learn, innovate, and adapt, in order to develop the essential skills needed to continuously adjust to a constantly changing world.

The Internship, a Tool for Development and Professionalization

Duchesne [5], cited by (Cologensi) [6], explains that all mentoring is characterized by "a supportive relationship between two people who walk side by side." The author adds that to function, the relationship must not only be built on the dialectic of 'trust and respect' but also be interactive, involving consideration of the trainee's expectations, needs, and reactions in the workplace. The mentoring relationship is a form of

voluntary assistance promoting development and learning, based on an interpersonal relationship of support and exchange in which an experienced person invests their acquired wisdom and expertise to promote the development of another person who has skills to acquire and professional objectives to achieve.

For Peraya [7], during her internship, personal qualities are just as important as professional skills. They are an integral part of the reflection that interns must develop in their logbook and internship report, and they constitute evaluation criteria for the internship environment. Knowing one's strengths and areas for improvement allows one to refine the former and find ways to counterbalance the latter. The internship is an opportunity to get to know oneself better and to become aware of one's attitude in the workplace.

Peraya (op. cit.) further states that the internship is a professional development tool that begins even before it starts. The student updates their resume, contacts their supervisor to meet before the internship to introduce themselves and discuss the internship activities, and throughout the internship, the student learns to become a professional by developing and acquiring personal skills and qualities. They gain a better understanding of themselves, know their strengths and weaknesses, and constantly improve their work methods. By the end of their internship, they also know how to operate in a professional environment. These few weeks of internship allow them to identify with the profession and become a physical education teacher.

The Challenges of Supervision

Currently, in a majority of education programs, supervisors are primarily responsible for the success or failure of teachers.

The supervisor's decisions therefore have a significant impact on how the teacher delivers their course. Furthermore, some stakeholders in the education

³ Dugas E. (2005b). « Des pratiques sociales aux pratiques scolaires en EPS : des logiques de scolarisation plurielles ». *Revue française de pédagogie*, Oct.-Nov.-Déc. 2004, 149, p. 5-17.

⁴ François, Martine. « La formation continue, levier de développement des compétences », Olivier Bachelard éd., *La formation professionnelle dans les services publics. Nouveaux enjeux, nouvelles pratiques*. Presses de l'EHESP, 2019, pp. 107-114.

⁵ Duchesne, C. (2010). *L'apprentissage par transformation en contexte de formation professionnelle*. *Éducation et francophonie*, 38(1), 33-50. <https://doi.org/10.7202/039978ar>

⁶ S, COLOGENSI et C, DESCHEPPER, « Le savoir des élèves en ponctuation, Analyse des interactions et propositions didactiques », *Le français aujourd'hui*, 2014, n°187 P 43.

⁷ Daniel Peraya, « Professionnalisation et développement professionnel des enseignants universitaires : une question d'actualité », *Distances et médiations des savoirs* [En ligne], 10 | 2015, mis en ligne le 20 février 2016, consulté le 12 octobre 2025. URL : <http://journals.openedition.org/dms/1094> ; DOI : <https://doi.org/10.4000/dms.1094>.

sector question the effectiveness of supervision [⁸, ⁹], and the difficulty of combining two main functions, often perceived as contradictory guidance and evaluation is acknowledged [¹⁰]. This explains the sense of isolation often expressed by supervisors [¹¹].

Supervision helps to improve the quality of teaching, to master knowledge and to acquire skills and, in turn, to improve teacher professionalism [¹², ¹³ ¹⁴].

Following this same logic, Martin [¹⁵], establish three "supervision cycles": the first consists of the supervisor identifying the teacher's difficulties, the second is devoted to a period of classroom observation during which the supervisor must take into account the problem posed by the teacher; at the third meeting, the supervisor will devote time to the supervised teacher to compare what was observed in class with what was planned.

Pedagogical supervision is therefore primarily a support relationship, and as its definition indicates, it aims to improve the act of teaching. Tiessié [¹⁶], suggests that the goals of supervision are, on the one hand, the development of professional competence within the organizational context and, on the other hand, the establishment of links between theory and practice. Zoro *et al.*, [¹⁷], indicate that numerous works [¹⁸ ¹⁹ ²⁰ ²¹ ²²],

emphasize that the primary objective of pedagogical supervision is to improve or enrich teaching in order to ultimately ensure the best possible learning outcomes.

5. CONCLUSION

The objective of this study was to conduct a reflective analysis of the challenges of pedagogical supervision for trainees in continuing education. This study reveals that a desire to value pedagogical supervision is indeed present among both trainees in continuing education and their supervisors. However, the analysis of the current situation revealed a very passive nature to supervision; this is linked to the working environment; the lack of adequate material resources represents a serious obstacle to improving the quality of education in schools.

Supervision refers to the process by which a trainee and an experienced practitioner engage in a relationship whose ultimate goal is to improve the student's competence. This complex process involves three functions: administration, education, and support. In Physical Education (PE), it must address the need to improve not only the level of teachers but also the quality of learning. Supervision represents a crucial step that will indelibly shape the entire experience of future PE teachers.

⁸ DESCHRYVER N. et CHARLIER B. (2014), *Dispositifs hybrides, nouvelle perspective pour une pédagogie renouvelée de l'enseignement supérieur*, Rapport final, p. 280-284. [En ligne] <http://archive-ouverte.unige.ch/unige:23091>.

⁹ LAMEUL G. et LOISY C. (dir.) (2014), *La Pédagogie universitaire à l'heure du numérique*, Bruxelles, De Boeck.

DOI : 10.3917/dbu.lameul.2014.01.

¹⁰ Krijgsman C, Mainhard T, van Tartwijk J, et al. (2019) Where to go and how to get there: goal clarification, process feedback and students' need satisfaction and frustration from lesson to lesson. *Learning and Instruction* 61: 1–11.

¹¹ Lynch S, Curtner-Smith M (2019) 'You have to find your slant, your groove:' one physical education teacher's efforts to employ transformative pedagogy. *Physical Education and Sport Pedagogy* 24(4): 359–372.

¹² Abdul Aziz Mohamed Mohamed Ali El Deen. The role of educational initiatives in EFL teacher professional development: a study of teacher mentors' perspectives. *Heliyon*, 9(2), 2023, e13342. <https://doi.org/10.1016/j.heliyon.2023.e13342>.

¹³ R. Saylag. Self reflection on the teaching practice of English as a second language: becoming the critically reflective teacher. *Procedia Soc. Behav. Sci.*, 46 (2012), pp. 3847-3851.

¹⁴ Nolan, J., & Hoover, L. (2011). *Teacher Supervision and Evaluation: Theory into Practice*. Wiley.

¹⁵ MARTIN, Jean-Luc. *Histoire de l'éducation physique sous la Ve République*. (3 vol.) Paris: Vuibert, 2004.

¹⁶ TEISSIÉ, Justin. *Méthode sportive*. 38 Leçons. Supplément au n° 78 de la Revue EPS, 1996.

¹⁷ ZORO, Jean et al. *Images de 150 ans d'EPS*. Paris: Editions AEEPS, 1987, 2e éd. 2000

¹⁸ Acheson, K. A, Damien Gall, M. (1993). *La supervision pédagogique, méthodes et secrets d'un superviseur clinicien* (Traduit par Jacques Heynemana et Dolores Gagnon). Montréal: Les Editions Logiques.

¹⁹ Bouchamma Y., Giguère M., April D. (2016). *La supervision pédagogique : Guide pratique à l'intention des directions et des directions adjointes des établissements scolaires*, Université Laval (Canada), p.12

²⁰ Attikléme K., Kpazai G. (2010). *Approche didactique de l'entretien post enseignement entre le superviseur pédagogique et le stagiaire : cas de la formation pratique en enseignement de l'Education Physique et Sportive au secondaire a l'INJEPS de Porto-Novo du Benin*. *Analele Stiintifice ale Universitatii Alexandru Ioan Cuza-Sect. Stiintele Educatiei*, vol. XIV, pp. 242-260.

²¹ Dufour Y. (dir.) (2006). *Gérer motivation et apprentissage en EPS. De la programmation d'APSA... à la situation d'apprentissage*. Lille, Paris : Éd AEEPS, p. 13-30.

²² Lemay, V. (2000). *Évaluation scolaire et justice sociale, Droit, éducation et société*, Saint-Laurent, Éditions du Renouveau pédagogique.

From this point of view, it is worth remembering here that there is nothing magical about educational supervision and that it is not a miracle solution, a panacea for all the problems of an educational system... To be effective and bear fruit, this supervision must take place in a context conducive to improving the prevailing situation: sufficient resources, well-trained teachers whose knowledge is regularly updated, etc.

In this study, we made no claim to address all the realities related to the issue of pedagogical

supervision in physical education. That said, we believe this study can be useful to those responsible for the education system and that they may be able to use it to make the necessary decisions to improve teaching and learning in schools. Admittedly, we are aware that we have only addressed a small part of the issue of pedagogical supervision, which limits the scope of this study. Therefore, we believe it would be worthwhile to initiate further studies to address this same issue from different perspectives, in order to complete the picture of the current situation in this sector.