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Stability of Teaching Competency among Middle School Physical Education Teachers: An Analytical Study in Light of Age Variation and Teaching Experience

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Abstract:

This study evaluates teaching competency levels (planning, communication, assessment, and strategies) among middle school physical education teachers, analyzing the impact of age and experience. Using a descriptive comparative approach, data was collected via a scale.

Statistical analysis (ANOVA and T-test) showed no significant differences related to age or experience. These findings indicate "professional homogeneity" and stability in practice, suggesting that competency is shaped by standardized curricula rather than seniority. Consequently, the study recommends shifting future professional development initiatives from general skills toward cultivating specialized instructional competencies.

Keywords: Teaching Competency, Physical Education, Middle School, Professional Homogeneity, Teaching Experience.

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1. INTRODUCTION

Teaching competence serves as the compass guiding the professional practice of physical education and sports teachers; it is not merely a set of acquired skills, but rather the outcome of a complex interaction among academic training, field experience, and the capacity to adapt to the demands of middle school education. In light of the rapid pedagogical transformations witnessed by the educational sector, the debate surrounding the determinants of this competence has assumed new dimensions. A prevalent assumption among many is that the accumulation of years of experience and advancing age represent the "ultimate guarantee" for elevating and refining professional performance.

However, the field reality in physical education lessons with the inherent challenges posed by the specifics of adolescence and the diversity of educational activities raises fundamental questions regarding the validity of this correlation. Do age and experience remain the decisive variables in shaping teaching competence? Or are we confronted with a form of "professional standardization" resulting from the rigidity of curricula and standardized training programs, which renders teaching performance a relatively uniform normative practice that transcends individual variations attributable to age or seniority?

1.1 Problem Statement:

The problem of this study is grounded in an attempt to disentangle the presumed relationship between demographic and professional variables (age and experience) and the dimensions of teaching competence (planning, communication, evaluation, and teaching styles) among middle school physical education and sports teachers. While traditional studies often attribute performance discrepancies to experience or professional maturity, our field findings point toward the emergence of a phenomenon of "professional homogeneity," where significant differences across various professional generations tend to diminish.

General Research Question:

To what extent do the results reflect a state of "professional homogeneity" in teaching practice among teachers despite their varying age and professional cohorts?

Sub-Questions:

Are there statistically significant differences in the dimensions of teaching competence among physical education teachers attributable to the variable of teaching experience?

Are there statistically significant differences in the dimensions of teaching competence among physical education teachers attributable to the age variable?

Research Hypotheses:

- **Main Hypothesis:** Teaching competence among middle school physical education and sports teachers is characterized by stability, with no statistically significant differences in its levels attributable to age and professional experience.

Sub-Hypotheses:

- **First Sub-Hypothesis:** There are no statistically significant differences in the dimensions of (planning, communication, evaluation, and teaching styles) attributable to the variable of teaching experience.
- **Second Sub-Hypothesis:** There are no statistically significant differences in the dimensions of (planning, communication, evaluation, and teaching styles) attributable to the age variable.

1.2 Objectives of the Study:

- To uncover the level of teaching competence among middle school physical education and sports teachers.
- To identify the significance of differences in the dimensions of teaching competence (planning, communication, evaluation, and teaching styles) according to professional variables (teaching experience) and personal variables (age).
- To verify the extent of the "stability" of teaching competence (professional homogeneity) among the study sample, and to interpret the nature of their teaching performance in light of age and experience variables.

To achieve these objectives, the study adopted a descriptive-comparative design, utilizing a questionnaire administered to a sample of teachers, alongside appropriate statistical methods (such as T-tests and ANOVA) to process the data and derive the findings.

2. Theoretical Background and Previous Studies

2.1 Nature of Teaching Competence:

2.1.1 Definition of Teaching Competence:

Competence is considered "a comprehensive set of knowledge represented by executing ideal behaviors that can be employed to serve new learning instructions." (Al-Sayeh, 2001, p. 83), views teaching competence as "a fluid, directed behavior whose effects are directly reflected on the individual's future, which obliges competent authorities to achieve it through objective scientific foundations that enable it to fulfill its expected constructive role in improving and developing the educational process."

Teaching competence also denotes the various actions and behaviors of teachers, encompassing knowledge, attitudes, and skills during the educational situation, with this behavior characterized by a high level of accuracy and performance.

In addition to the theoretical definitions addressing the concept of teaching competence, this research adopts an operational definition defined as: The total score obtained by the physical education and sports teacher in middle school through their responses to the administered questionnaire, which measures four core dimensions: (Planning, Communication, Evaluation, and Teaching Styles).

2.1.2 Components of Competence:

One of the characteristics of competence is comprehensiveness; it is an encompassing concept when compared to other notions such as ability, skill, and performance, which in themselves constitute components of competence. Among the most important components of competence are:

A. **Ability**: Everything an individual (the teacher) is capable of performing at the present moment in terms of intellectual or motor actions.

B. **Readiness (Disposition):** The individual's latent capacity to learn rapidly in order to reach a high level.

C. **Skill:** An acquired capability meaning the attainment of a high degree of proficiency, mastery, and control.

D. **Content**: Everything addressed by the teacher in terms of items (knowledge / skills / attitudes)" (Qadiri, 2004, p. 209).

E. **Performance and Achievement:** The concept of performance refers to the translation of learning into behavior reinforced by the learner's motivation, expressing the operational or executive formula of learning.

F. **Objective:** Mager defines it as "a statement describing a set of behaviors or performances that illustrate the pupil's ability to achieve... Consequently, the

objective(s) set or specified for the learner must be appropriate to their capabilities and inclinations. Given that the achievement of learning objectives is gradual, they should align with the general maturation level and experiences of pupils."

Therefore, an educational objective is the exercise of capacity over a specific content considered as the subject of learning, where specific objectives are transformed into knowledge, skills, and attitudes according to the nature of the capacity (Laazili, 2013, p. 91).

2.1.3 Types of Competences:

A. **Cognitive Competences**: Not limited to information and facts, but extending to the possession of continuous learning competences, utilizing knowledge tools, and knowing how to apply this knowledge in scientific fields.

B. **Performance Competences:** These include the teacher's ability to demonstrate clear behavior in instructional classroom situations (such as the teacher formulating evaluation plans and setting objectives). This type of competence relates to the teacher's performance rather than their knowledge, and the criterion for achieving competence here is the ability to perform the required behavior (Jaradat et al, 1985, p. 52).

C. Achievement Competences: A teacher's possession of cognitive competences means they possess the necessary knowledge for practice without a clear indicator of possessing the ability to achieve. Performance competences mean they are capable of demonstrating their abilities in practicing teaching skills without a clear indicator that the teacher can attain a desired outcome in pupil performance. Thus, a teacher is presumed competent if they possess the capacity to induce changes in the behavior of learners and pupils (Haji, 2005, p. 16).

D. **Affective Competences:** A type of competence connected to predispositions, inclinations, attitudes, moral values, and ideals, measured using attitude scales.

E. **Exploratory Competences:** Competences that encompass the activities performed by the teacher to identify aspects related to their work (Mahmoud Jaber, 1996, p. 08).

2.2 Previous Studies

In accordance with the study's variables, previous research addressing teaching competence was reviewed. Below are the prominent studies serving as a scientific reference for constructing the study tool and interpreting results, alongside the aspects of benefiting from them and the position of the present study:

Borouj Study (2016): Uncovered the level of teaching competence among high school physical education teachers in Ténès in light of experience and scientific level using the descriptive method and Teaching Competence Scale on 25 teachers. Concluded no statistically significant differences attributable to experience or scientific level, suggesting continuous professional interaction equalized the sample.

Boughalia et al. Study (2020): Determined the correlational relationship between teacher teaching competence and females' attitudes toward educational physical activity in the middle school stage in Chlef Province, utilizing a descriptive method on 150 female pupils and 12 teachers via the Teaching Competence Scale and Attitude Scale. Found a weak overall correlation with communication competence, but a strong correlation between selecting teaching methods/styles and physical activity as an aesthetic and stress-reduction experience.

Hussein and Ashour Study (2023): Identified the contribution of professional competence in accomplishing formative evaluation among secondary school teachers in Bouira Province, using a descriptive method and questionnaire on 20 teachers. Confirmed that professional competence and educational level play a major role in preparing formative evaluation and accommodating individual differences.

Karmich Study (2021): Examined the role of modern educational media in developing teaching competence and communication between pupils and teachers in M'sila using a comprehensive survey of 36 physical education teachers. Concluded that modern media actively develop teaching competence and effective communication.

Ben-Guenab et al. Study (2021): Evaluated teaching competences of middle school physical education teachers under Algeria's second-generation educational reform using a descriptive survey on 40 randomly selected teachers. Concluded that competence levels are high, attributing this to robust institute training and inspector-led training courses.

El-Aloui et al. Study (2023): Identified the role of practical education sessions in acquiring teaching competence from secondary school pupils' perspective in Laghouat Province, surveying 116 pupils descriptively. Confirmed that practical education actively contributes to acquiring cognitive-performative and classroom interaction competences.

Jadidi and Dababi Study (2025): Uncovered teaching competence levels among preparatory education teachers in El Oued Province using a comprehensive survey

of 42 teachers. Found a moderate level of teaching competence generally across experience levels.

2.2.1 General Commentary on Previous Studies

A. Points of Similarity

The present study intersects intellectually with previous literature by evaluating "teaching competence." It aligns with (Borouj, 2016) and (Ben-Guenab et al, 2021),in measuring competence within the Algerian educational environment, and parallels (Boughalia et al, 2020), (Hussein & Achour, 2023)), (Karmich, 2021), and (El-Aloui et al, 2023) in tracking pedagogical outputs like communication and evaluation.

Methodology: Patched after unanimous descriptive designs (Jadidi & Dababi, 2025).

Tools: Adopted rigorous normative scales across axes (planning, communication, evaluation, methods) mirroring (Borouj, 2016) and (Boughalia et al, 2020).

Environment and Population: Spatially mirrors (Boughalia et al, 2020) and (Ben-Guenab et al, 2021),targeting middle schools in western Algeria, while distinguishing itself with a robust sample of 42 teachers compared to extremely limited samples in prior literature.

B. Research Gap and Distinction of the Present Study

The present study introduces an epistemological break from traditional interpretations regarding demographic and professional variables:

First Point (Deconstructing Temporal Seniority): While (Borouj, 2016) attributed lack of differences to general "professional friction" and (Jadidi & Dababi, 2025) registered "moderate" levels without depth, this study proves that middle school competence is an institutionalized normative act governed by official second-generation curricula rather than individual cumulative age.

Second Point (Institution versus Time): Building on (Ben-Guenab et al, 2021), which credited institute training for high competence, the present study demonstrates how homogeneous training fuses individual and demographic disparities, melting the gap between novice and veteran teachers to produce the "normative teacher."

C. Aspects of Benefit

Previous literature enriched this research by:

Assisting in constructing and grounding the Teaching Competence Scale and refining its dimensions based on (Borouj, 2016) and (Boughalia et al, 2020).
Directing item structures toward planning, evaluation, and communication, informed by (Karmich, 2021) and (Hussein & Achour, 2023).
Providing a solid basis for critical discussion, transforming routine training recommendations into a call for specialized excellence that breaks stereotyped stability.

3. Applied Aspect of the Study

3.1. Field Research Procedures:

3.1.1. Adopted Methodology (The Descriptive-Analytical-Comparative Design):

This methodology describes the studied phenomenon as it exists in reality, analyzes it, and conducts statistical comparisons among its groups or specific categories according to defined variables to uncover similarities, differences, and variations. It has been defined by (Al-Mahmoudi , 2019, p. 76) as "a methodology that relies on comparison in studying a phenomenon, highlighting similarities and differences..." whether concerning one phenomenon or two or more phenomena.

3.1.2. Statistical Population:

The statistical population consists of physical education and sports teachers for the middle school stage in Chlef Province, numbering 238 teachers in total.

3.1.3 Study Sample:

A sample is selected from the study population so that statistical results can subsequently be generalized to this population. The larger the sample size, the better it is for generalizing results and increasing their validity, according to (Al-Damen , 2007).

A sample of 42 teachers was selected from the study population, distributed across 14 middle schools, representing a percentage of (17.64%). The sample was chosen purposively due to its specialized nature, as it targets a specific, distinct category: physical education and sports teachers in the middle school stage. Since the research aims to evaluate and analyze the stability of teaching competence in light of age variance and teaching experience, it necessitated selecting individuals possessing precise characteristics and knowledge strictly tied to this field domain. Consequently, the selection of this sample was not random; rather, it was intentional to ensure the availability of necessary objective and professional conditions among the respondents, allowing for the acquisition of realistic and accurate data that precisely reflects the true nature of teaching practice in this educational stage.

3.1.4 Scope of the Research:

A. **Spatial Scope:** This study was conducted in Chlef Province across (30) middle schools distributed over 14 municipalities, after receiving the specific data regarding the study sample from the Provincial Directorate of Education.

B. **Temporal Scope:** The scale dedicated to teachers (Teaching Competence Scale) was distributed in two phases: the first was a pilot study conducted on 10 teachers, and the second constituted the primary study, spanning the period between March 1st and March 3rd.

C. **Human Scope:** It encompasses middle school physical education teachers. Given the impossibility of including all middle school teachers, a sample representing (17.64%) was drawn.

3.1.5 Study Instruments:

According to (Al-Damen , 2007, p. 179), "the instrument can be (a test, questionnaire, observation checklist...)" and these instruments are used to measure achievement, capacities, observed behavior, and interviews.

A. **Theoretical Study:** Relying on sources and references such as books, dissertations, and others whose content revolves around the subject of our study.

B. **Teaching Competences Scale:** This scale was prepared by Ahmed Zaki and Ramzia Al-Ghareeb, who formulated a test measuring the educational (teaching) and performative competence of the physical education and sports teacher (Bouarouri, 2012).

Scale Specifications: This teaching competence scale for physical education and sports teachers consists of 44 items divided into four (04) dimensions as follows:
(Planning and implementing programs and activities / Communicating with the school environment / Evaluation / Methods and styles of teaching).

There are five response alternatives as follows: (Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree).

Table (01): Scoring Key for the Teaching Competence Scale

Alternatives	Grade
Strongly Agree	**05 Grade**
Agree	**04 Grade**
Neutral	**03 Grade**
Disagree	**02 Grade**
Strongly Disagree	**01 Grade**

Source: (Bouarouri, 2012)

3.1.6 Validity of the Scale:

A. Jury Validity (Experts' Validity): The teaching competence scale was presented to a group of expert professors experienced in the field of teaching, numbering four (04) professors. The study title, problem statement, and hypotheses were presented, along with an explanation of the concept of teaching competence and the objective of the study itself. They were requested to review the scale, ensure the soundness of the items, their suitability to the study objectives, and confirm the appropriateness, clarity, and precision of the items in alignment with the environment in which the study is conducted, as well as their comprehensibility by the study sample. Some professors suggested minor modifications to the teaching competence scale, which were duly applied, and upon final review, the suitability of the scale was approved.

B. Validity and Reliability of the Scale: To ensure the reliability of the test, internal consistency was calculated for the items and dimensions of the scale as follows:

Statistical processing was conducted using the SPSS software.

Table (02): Correlation Coefficients Between the Dimensions of Teaching Competence Inter-se and with the Total Score (N = 42)

Dimensions	*r*
Dim01/ Dim02	**0.34***
Dim01/ Dim03	**0.52****
Dim01/ Dim04	**0.54****
Dim02/ Dim04	**0.43****
Dim02/ Dim04	**0.36***
Dim03/ Dim04	**0.71****
Dim01/ DimTotal Score	**0.78****
Dim02/ DimTotal Score	**0.64****
Dim03/ DimTotal Score	**0.83****
Dim04/ DimTotal Score	**0.86****
Note : p*< 0.05 , p < 0.01**	

Source: Prepared by the researcher based on the output of the SPSS.

From the results in Table (02), we observe that the correlation coefficients among the dimensions of the scale fell within significance levels (0.01 and 0.05), with most coefficients reflecting strong correlational relationships. Furthermore, all four dimensions of the scale exhibited strong, statistically significant correlational relationships with the total score of the scale at significance levels (0.01 and 0.05). This indicates that the teaching competence scale is characterized by a high degree of reliability and validity, given the substantial internal consistency of its items and dimensions with each other and with the total score.

3.2 Analysis and Interpretation of Results:

3.2.1. Levels of Teaching Competence:

Table (03): General Level of Teaching Competence Among the Study Sample

Variable	N	*Mean*	*Std*
Teaching Competence	**42**	**181.76**	**16.57**

Source: Prepared by the researcher based on the output of the SPSS statistical software**.**

Based on Table (03), which illustrates the general level of teaching competence for the study sample of (42) professors:

The statistical results indicate that the general arithmetic mean for teaching competence reached (181.76) with a standard deviation of (16.57). Since the scale consists of 44 items utilizing a five-point Likert scale, this high mean clearly indicates that the sample members possess teaching competences to a high degree.

This result is consistent with the study of "A. Kamal Borouj," which confirmed that physical education professors possess teaching competencies distributed among planning, communication, evaluation, and teaching methods. It is also supported by the study of "Hamidi Salem," which linked the level of these competencies to their positive impact on shaping students' physical self-concept.

This elevation in the level of teaching competence reflects the success of training programs in equipping professors with the essential skills for teaching, which aligns with the affirmations of "Ashour Tawfik and Hussein Bilal" regarding the role of professional competence and educational level in preparing effective achievement assessments and diverse teaching methods. Because these teaching competencies, as viewed by (Madani, 2017), hold significant importance in stimulating students' behavior and directing it toward achieving learning and desired educational goals.

3.2.2 Results of the First Sub-Hypothesis:

- There are no differences in teaching competences among middle school physical education and sports teachers attributable to teaching experience.

Table (04): Results of One-Way ANOVA for Differences in Teaching Competence Among Physical Education and Sports Teachers Attributable to the Teaching Experience Variable

Dimension	Source of Variance	Sum of Squares	*df*	Mean Squares	F-value	Sig.
Planning	Between Groups	1.39	2	0.69	0.023	NS
	Within Groups	1204.25	39	30.87		
	Total	1205.64	41			
Communication	Between Groups	55.12	2	27.56	1.27	NS
	Within Groups	843.45	39	21.62		
	Total	898.57	41			
Evaluation	Between Groups	10.26	2	5.13	0.31	NS
	Within Groups	645.85	39	16.56		
	Total	656.11	41			
Teaching Methods and Styles	Between Groups	6.24	2	3.12	0.065	NS
	Within Groups	1868.73	39	47.91		
	Total	1874.97	41			
Total Score	Between Groups	35.88	2	17.94	0.062	NS
	Within Groups	11227.73	39	287.89		
	Total	11263.61	41			

Source: Prepared by the researcher based on the output of the SPSS statistical software.

The results of the analysis of variance (ANOVA) presented in Table (04) revealed no statistically significant differences at the significance level of (0.05)

across all dimensions of competence (Planning, Communication, Evaluation, Teaching Styles) as well as the overall dimension, given that all statistical significance values exceeded (0.05). Based on these numerical data, we accept the null hypothesis, which states that there are no statistically significant differences in teaching competence attributable to the variable of teaching experience.

Field-wise and statistically, this finding converges with the outcome of (Borouj, 2016) which confirmed that the factor of experience does not affect the formation of teaching competence among physical education teachers, attributing this to continuous professional interaction. It also clearly intersects with the study by (Jadidi & Dababi, 2025), which demonstrated the stability of teaching competence at a "moderate" level unaffected by seniority thresholds (less or more than 5 years). Analytically, the absence of differences is attributed to "directed pedagogical homogeneity"; both novice and veteran teachers in the middle school stage are subjected to the same standardized training and identical professional challenges. The study by (Ben-Guenab et al, 2021),directly supports this interpretation, as it attributed the normative elevation in teaching competence among middle school teachers to homogeneous theoretical training in physical education institutes and regulated training study days supervised by the inspection apparatus, rendering experience negligible against the potency of "pedagogical formations."

Conversely, this result diverges from the study by (Hussein & Achour, 2023), which posited that competence and educational level play a varying role in constructing formative evaluation. This discrepancy is attributed to the nature of the tool and their study sample, which focused on the secondary stage (demanding higher pedagogical flexibility), whereas the middle school stage in our current study remains governed by the stringency of planning and evaluation tools associated with second-generation reforms, rendering professional practice "an action with a stereotyped foundation that supersedes the variance in years of service."

Consequently, the absence of differences is ascribed to "professional homogeneity" resulting from the standardization of curricula and approved training programs within the national education sector, where teachers regardless of their experience receive similar academic and professional training, thereby making teaching performance normative and transcending the variance in working years.

3.2.3 Second Sub-Hypothesis:

- There are differences in teaching competence among physical education and sports teachers attributable to the age variable.

Table (05): Results of the T-Test for Differences in Teaching Competence Among Physical Education and Sports Teachers Attributable to the Age Variable

Source: Prepared by the researcher based on the output of the SPSS statistical software.

Dimension	Age	N	Mean	SD	*t*	*df*	*Sig.*
Planning	34-28 سنة	19	52.21	5.86	0.92	40	NS
	y 53-35	23	50.65	5.05	0.91		
Communication	y 34-28	19	34.57	4.87	-0.16	40	NS
	y 53-35	23	34.82	4.61	-0.16		
Evaluation	y 34-28	19	38.57	3.40	1.46	40	NS
	y 53-35	23	36.78	4.33	1.50		
Teaching Methods and Styles	y 34-28	19	58.52	7.49	0.47	40	NS
	53-35 سنة	23	57.52	6.22	0.46		
Total Dimension	y 34-28	19	184.15	17.08	0.84	40	NS
	y 53-35	23	179.78	16.24	0.84		

Based on the T-test for differences between age categories (28–34 years and 35–53 years) presented in Table (05), the results showed that the computed T-values for all dimensions (Planning, Communication, Evaluation, Teaching Styles, and the Overall Dimension) were not statistically significant at the significance level of (0.05). Furthermore, the arithmetic means were remarkably close between the two age groups, confirming the absence of substantial variance in performance. Consequently, based on these numerical data, we accept the null hypothesis, which states that there are no statistically significant differences in teaching competence

attributable to the age variable.

This cognitive and performance stability across age cohorts aligns with the philosophy put forward by the study of (El-Aloui et al, 2023), which indicated that academic and practical training are the cornerstone in acquiring cognitive competence and classroom interaction outcomes received by teachers prior to their entry into the professional trajectory. This implies that competence is forged as a unified block within training centers rather than being left to chronological coincidence or independent personal maturation.

This finding is also supported by the implications of the study by (Boughalia et al, 2020), which revealed shared weaknesses (such as communication competence) and shared strengths (teaching styles) among middle school teachers. This symmetry in strengths and weaknesses, regardless of age, reflects that teachers are confined within a "single pedagogical mold" imposed by the uniform school environment and the pattern of classroom interaction within the institution.

The stability of teaching competence according to the age variable provides pedagogical evidence that the organizational environment of the national education sector has successfully standardized "professional performance" via educational media and official programs as also noted by (Karmich, 2021). This has transformed the educational process from a "human activity influenced by age growth and the psychological characteristics of the teacher" into a "standardized technical function" that guarantees a fixed threshold of performance regardless of the teacher's age bracket.

This result can be interpreted by the fact that the teacher whether young or older is subjected to the same "didactic triangle" and unified curricula in the middle school stage, rendering their professional practice governed by educational standards rather than being swayed by chronological age.

This finding constitutes an important contribution to scientific research, reinforcing the notion that effective teaching is the product of "unified training" and adherence to ministerial programs, rather than being linked to a specific age stage.

Accordingly, based on the statistical results derived from analyzing the dimensions of teaching competence according to the variables of age and teaching experience (Tables 04 and 05), it is evident that the general hypothesis of the study has been verified, which states: (The stability of teaching competence among physical education and sports teachers in middle school). Statistical processing demonstrated the absence of statistically significant differences attributable to these two variables, confirming that the teaching competence among the sample members is

characterized by stability and homogeneity, and is not contingent upon professional seniority disparities or age variance.

4. CONCLUSION

This study concludes with a pivotal fact: the teaching competence of physical education and sports teachers in the middle school stage is not an individual possession that accumulates across temporal pathways (age and experience), but rather the product of a (homogeneous training system). The absence of core differences according to the variables of age and experience suggests the existence of a "normative teaching pattern" that training programs and official curricula have successfully entrenched. This has rendered teaching performance a unified pedagogical act rather than a cumulative personal endeavor, as field results reflect a state of parity and standardization in teachers' professional practice. This indicates that teaching competence in middle school is determined by curriculum requirements rather than being influenced by the teacher's temporal or professional trajectory.

Consequently, these results dismantle the traditional illusion linking "seniority" to "performance quality," opening the door to an alternative reading of competence. Within a unified work environment and shared pedagogical challenges, temporal variance dissolves, bringing to the fore the (normative teacher) who executes duties in accordance with approved planning and evaluation tools. This conclusion invites us to rethink continuous training policies so that they do not remain confined to repetition, but rather shift toward enhancing specialization excellence that breaks the state of stereotyped stability in professional performance.

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