

TRENDS OF SPORT EDUCATION TEACHERS TOWARD THE RELATION BETWEEN SELF-MANAGEMENT & JOB PERFORMANCE APPRAISAL

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Abstract

The study aims to define trends of sport education teachers toward the relation between self-management and performance appraisal. To achieve goals of the study, the descriptive method was used with the surveying method. In addition, random sample was used consisting of sport education teachers, Babylon governorate center. Tools of the study were applied on this sample. After statistical data processing, the study found that there is a statistically significant correlation between trends of sport education teachers toward self-management and job performance appraisal.

KEYWORD: Trends. Sport. Education. Teachers. Self-Management.

1. INTRODUCTION

Success in life in general and in administrative life in particular depends on self-management and dealing with oneself effectively and wisely. Failure with oneself leads to failure in life in general and administrative life in particular. There was the need for replace self-management in our institutions especially with the emergence of the new world order accompanied with multiple changes. Among the most prominent of them there were continuous administrative reformations which aimed to develop the administrative system and the accompanying transformation from central management to local self-management which is considered a basic element coping with changes which happen in the entire society. Accordingly, we can derive the significance of the study which is represented in recording daily behavioral activities of sport education teachers along the week and determine their trends in self-investment in relation to job performance appraisal. The purpose here is to determine the reality of self-investment by sport education teachers and their trends in order to raise their assigned educational and educational process.

Problem of the Study:

Through the researcher's experience in the field of sport and continuous meetings with sport education teachers, the researcher tackled some problems related to performance appraisal of sport education teachers, Babylon governorate center. Among these problems, there are self-management, good self-organization and energy investment. The researcher noticed that studies concerned with showing that there is a lack in the reality of dealing sport education teachers with themselves. Hence, this also means lack of information which helps guide sport education teachers toward better self-energy investment. This, in turn, raised the level of job performance of sport education teachers. Accordingly, the researcher decided to study this topic as an attempt to show trends of sport education teachers toward self-management and how to invest it and then to examine its relation to job performance. This helps to set propositions to raise the performance level of sport education teachers and other positive aspects reflected on educational level of students in general and sport field in particular.

Goals of the Study:

- 1- Determine trends of sport education teachers toward self-management.
- 2- Determine the relation between trends of sport education teachers toward self-management and performance appraisal.

Hypotheses of the Study:

- 1- Sport education teachers have positive trends toward self-management.
- 2- There is a statistically significant correlation between self-management and job performance appraisal.

Fields of the Study:

Human field: sport education teachers – Babylon governorate center

Spatial field: schools of Babylon governorate

Temporal field: from 01/03/2014 to 01/07/2014

Methodology &Field Procedures

2. METHODOLOGY

The researcher used the descriptive method with the surveying study method as it is proper to the nature of the study and its problem.

Population & Sample of the Study:

Population of the study consists of 327 sport education teachers – Babylon governorate center distributed on schools of Babylon governorate center –Al Malak Secondary School. To achieve goals and hypotheses of the study, the sample of the study was chosen randomly. By the same way, the sample was divided into: (open questionnaire sample, exploratory sample, reliability sample, structure sample and final application sample).

Tools of the Study:

Scale of trends toward self-management:

To achieve the goal of the study, which is to build scale of trends toward self-management, the researcher adopted the following steps:

- 1- Reviewing literatures which tackled topics of self-management and related topics to self-management including planning, time management, emotional balance, psychological stress and others.
- 2- Analysis of the phenomenon that needs to be measured to its initial elements. Thus, five measurement elements were determined: (self-planning, self-organization, time management, communication and balance). To determine its validity, it was examined by 12 experts and by using the Chi2 test it was found that all elements were valid.
- 3- Formulation of questions requiring direct answers which are valid to be paragraphs of scales of trends toward self-management including an open exploratory questionnaire. Accordingly, the following questions were designed:

Q1. Inside school, show problems of determining goals and the way they are answered with highlighting the nature of available material and moral possibilities.

Q2. Write about difficulties you face in distributing tasks and works assigned to you during official full-time work periods.

Q3. Write about positive and negative experiences of your job.

Q4. Show the nature of the effect of social values and habits on performing your job tasks.

Q5. Show the nature of your relation with students on one hand and with your colleague teachers on the other hand.

After analysis of answers of the open questionnaire sample questions (40 teachers), 44 paragraphs were formulated and distributed on measurement items as follows: (10 paragraphs for planning dimension, 10 paragraphs for organization dimension, 8 paragraphs for time-management dimension, 8 paragraphs for communication dimension, and 8 paragraphs for balance dimension). After that, paragraphs of the scale were shown to 12 experts to determine their validity. With the use of Chi2 test, it was found that all paragraphs were valid.

- 4- Preparation of (the respondent guide) with consideration of clear, easily understood and suitable paragraphs for the level of the sample of the study in order for respondents to clearly understand it.
- 5- Self-management degree is counted for respondent through answering all paragraphs (44 paragraphs). Scale correction is made due to five options (always, often, sometimes, rarely and never) by giving scales of (1, 2, 3, 4 and 5). Thus, degree total for the two scales ranges between 220 degrees, which is the highest degree, 44 degrees, which is the lowest degree and a proposed average of 132 representing theoretical average of scale degrees. If scale degree is more than 132, this refers to positive trend of self-management, while if it is less than 132 degrees this refers to negative trend of self-management.
- 6- To ensure clarity of scale instructions, paragraphs and time lapsed to answer it, the scale was applied on 15/03/2014 on an exploratory sample consisted of 30 teachers.
- 7- The main trial was performed on 15/04/2014 through application of the scale on structure sample of 128 teachers aiming to perform an initial statistical analysis for scale paragraphs.
- A. After correction of structure sample on the tool of the study consisting of 44 paragraphs with degrees in descending order and then 27% percentage was selected of higher and lower degrees to represent the other two groups as each group included 27 teachers and verified the statistically significant T value as an indicator to distinguish between paragraphs as shown in the following table:

Paragraph No.	T Value						
1	15.245	12	15.490	23	14.120	34	14.864
2	18.894	13	17.123	24	16.139	35	14.626

3	12.327	14	18.706	25	14.991	36	16.139
4	14.538	15	15.355	26	13.975	37	14.200
5	18.625	16	15.219	27	15.029	38	19.122
6	14.741	17	15.093	28	9.81	39	15.996
7	13.802	18	15.332	29	9.25	40	14.770
8	14.059	19	14.217	30	3.49	41	14.538
9	14.770	20	14.972	31	9.14	42	13.441
10	15.644	21	14.668	32	10.26	43	16.139
11	14.719	22	17.665	33	11.256	44	12.122

B. Pearson correlation coefficient was used to derive the correlation between degrees of each paragraph and the scale's total degree. After getting results, it was found that all paragraphs are statistically significant as shown in the following table:

Paragraph No.	Correlation coefficient						
1	0.43	12	0.45	23	0.45	34	0.29
2	0.36	13	0.40	24	0.24	35	0.33
3	0.46	14	0.40	25	0.30	36	0.22
4	0.44	15	0.38	26	0.28	37	0.29
5	0.41	16	0.27	27	0.46	38	0.30
6	0.39	17	0.35	28	0.31	39	0.36
7	0.43	18	0.25	29	0.42	40	0.38
8	0.40	19	0.53	30	0.45	41	0.26
9	0.48	20	0.44	31	0.30	42	0.25
10	0.52	21	0.32	32	0.35	43	0.38
11	0.27	22	0.43	33	0.33	44	0.45

C. Pearson correlation coefficient was counted between paragraphs and the scale's total degree. Significance of correlation was ensured using the (T R) test as it was found that all paragraphs were significant as their counted values are more than tabulated one as shown in the following table:

Paragraph No.	Correlation coefficient	T R	Paragraph No.	Correlation coefficient	T R	Paragraph No.	Correlation coefficient	T R
1	0.570	7.309	16	0.319	3.546	31	0.420	4.877
2	0.385	4.397	17	0.267	2.920	32	0.267	2.920
3	0.213	2.297	18	0.678	9.720	33	0.580	7.504
4	0.505	6.168	19	0.580	7.504	34	0.489	5.909
5	0.515	6.333	20	0.465	5.536	35	0.470	5.610
6	0.442	5.193	21	0.489	5.909	36	0.522	6.450

7	0.470	5.610	22	0.613	8.175	37	0.322	3.624
8	0.553	6.993	23	0.470	5.610	38	0.350	3.937
9	0.493	5.973	24	0.553	6.99	39	0.413	4.778
10	0.399	4.586	25	0.493	5.973	40	0.463	5.505
11	0.535	6.675	26	0.311	3.448	41	0.593	7.761
12	0.322	3.624	27	0.643	8.849	42	0.572	7.351
13	0.321	3.572	28	0.540	6.761	43	0.613	8.175
14	0.522	6.450	29	0.572	7.351	44	0.505	6.168
15	0.420	4.877	30	0.613	8.175			

A. Pearson correlation coefficient was used to derive the correlation between degrees of each paragraph and the scale's total degree. It was found that all paragraphs were significant as their counted values are more than tabulated one as shown in the following table:

Dimensions	Correlation Coefficient	Counted (T R) Value
Self-planning	0.715	9.432
Self-organization	0.599	10.539
Time Management	0.660	8.932
Communication	0.688	10.277
Balance	0.822	11.666

8- Psychometric characteristics of the scale were measured as follows:

- Surface validity: this type of validity was ensured through agreement of experts and specialists about paragraphs of the scale of trends toward self-management.
- Structure validity: this type of validity was ensured through relating each paragraph with the total of the scale (internal consistency).
- Reliability through retesting: the tool of the study was applied on reliability sample (30 teachers). The tool of the study was reapplied after 16 days. After statistical data processing using Pearson correlation coefficient between the two applications, it was found that the counted R value was 0.82 which refers to scale reliability.
- Alpha Cronbach method: this method was used to derive reliability by applying the Alpha Cronbach equation on degrees of members of the study sample and reliability coefficient value was 0.85 which was a good indicator for scale reliability.
- Performance appraisal form: the researcher adopted the performance appraisal form prepared by (Ali Mohamed Jawad Al Sayegh) consisting of 40 paragraphs distributed on 5 dimensions and corrected due to four grade evaluation (from 1 to 4). The performance appraisal form is based on high scientific bases including validity as it achieved validity degree of 0.97. This is a high correlation value showing that the form measures the same phenomenon which it expresses. In addition, structural validity was determined through the use of common methods (two limit groups and internal consistency). Moreover, the performance appraisal form enjoys a high degree of reliability as this was shown through the use of the researcher the method of half partitioning in which correlation coefficient's value was 0.81 which is a high indicator of reliability for the performance appraisal form. By applying Alpha Cronbach method on members of the sample (30 sport education teachers) using Excel program, it was found that the correlation coefficient's value was 0.849 which is a valid indicator.

Final Application of the Tools of the Study:

On 01/05/2014, tools of the study were applied (trends scale toward self-management, the performance appraisal form) on the final sample of application (90 teachers) in order to achieve goals of the study.

Statistical Methods:

The researcher used the SPSS method for data processing.

3. DISCUSSING RESULTS:

The researcher analyzed degrees of the scale of trends of sport education teachers toward self-management. It was found that final arithmetic mean of the degree of application sample for the trends scale is (164) with a Standard Deviation (S.D) of (5.09) and the following table shows that the counted mean is higher than the Hypothesized Mean (H.M) which is (132):

Final application sample	Sample size	Mean	S.D	H.M	Z counted value	Significance
Sport education teachers	90	164	5.09	132	59.7	Statistically significant

In order to determine statistical significance of differences, the researcher used the (Z) test. Results showed that the counted Z value was (59.7) and this is bigger than tabulated one. This shows a clear result saying that sport education teachers, Babylon governorate center have positive trends towards self-management. In addition, through analysis of evaluation form application results, it was found that the mean of final application sample's degrees of evaluation form equals (77.55) and with a standard deviation of (7.1). By comparing the mean with hypothesized one (which equals 62.5), it was found that the counted mean is the highest and this is shown through the following table:

Final application sample	Sample size	Mean	S.D	H.M	Z counted value	Significance
Sport education teachers	90	77.55	7.1	62.5	20.12	Statistically significant

In order to determine statistical significance of differences, the researcher used the (Z) test. Results showed that the counted Z value was (20.12) and this is bigger than tabulated one. This rejects of the zero hypothesis which asserts that there are no significant differences between counted and hypothesized means of the sample. This asserts that sport education teachers, Babylon governorate center enjoy high performance levels in their fields of job based on their achievement. In order to define the correlation between trends of sport education teachers, Babylon governorate center toward self-management and job performance appraisal. According to Pearson correlation coefficient between trends of sport education teachers, Babylon governorate center toward self-management and job performance, it's value was (0.823). To explore the level of significance of the correlation coefficient, the researcher used the second test related to Pearson test. The T counted value was (21.22) which was higher than the tabulated one (1.960) at freedom degree (88) and significance level (0.05). This showed that there is a significant direct correlation between trends of sport education teachers, Babylon governorate center toward self-management and job performance as shown in the following table:

Sample size	Freedom degree	Significance Level	Correlation coefficient	T Value		Significance
				Counted	Tabulated	
90	88	0.05	0.823	21.22	1.960	Significant

4. DISCUSSION OF RESULTS:

Results of the current study showed that respondents showed interest in self-management, organization and feeling of importance. Results showed that there are statistically significant differences between arithmetic means (counted and hypothesized means of scale) for the sake of counted mean. This shows a clear result saying that sport education teachers, Babylon governorate center enjoy positive trends toward self-management. The researcher found that this is due to the desire of sport education teachers, Babylon governorate center to invest their self-energy in raising the level of their ethical and professional commitments. The researcher found that this is due to the commitment to time by sport education teachers, Babylon governorate center due to their sense of belonging to the institution as well as application of regulations, laws which respect official work times and the increase in horizontal and vertical communications of teachers and their bosses. Moreover, results showed that sport education teachers, Babylon governorate center enjoy high performance levels in fields of their work as they were evaluated based on their achievement in them. The researcher attributes this to their perception of their responsibilities and duties which is similar with results of (Ragwa's 2010) study as it found that performance quality is related to the level of the feeling of responsibility for individuals toward the work which needs to be achieved. Moreover, results showed that there is a direct correlation between

trends of sport education teachers, Babylon governorate center toward self-management and job performance. The more the teachers' trends on trends scale towards self-management (positive trend toward self-management) are, the more their degrees are in the performance appraisal form. The researcher found that this result is due to mutual characteristics among variables of the study. Self-respect and energy investment based on logically based plans increases individuals' (sport education teachers) power and strength in events and situations which is positively reflected on functional performance. This agrees with the study of (Al Emary, 1996) that asserted that individuals' ability of self-management increase their perception to their job needs and helps to respond them and thus their efficiency and ability to self-improve increase too.

5. CONCLUSIONS & RECOMMENDATIONS:

Conclusions:

- 1- Sport education teachers have positive trends toward self-management.
- 2- Sport education teachers have positive performance appraisals.
- 3- There is a statistically significant correlation between trends of sport education teachers toward self-management and job performance appraisal.

6. RECOMMENDATIONS:

- 1- Putting guiding programs to develop positive trends of self-management for sport education teachers.
- 2- Conducting similar studies aiming to raise the level of job performance of sport education teachers.

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Annex (1) Experts & Specialists:

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Annex (2) Scale of Self-Management Trends

Serial	Paragraph	Always	Often	Sometimes	Rarely	Never
1	I plan to be leader of my group					
2	I adopt planning in taking important decisions					
3	I can focus on my inner feelings					
4	I try to be regular in study meetings					
5	I plan to stay with others for the longest possible time					
6	I control events around me					
7	I exert effort in showing the message that needs to be delivered to others					
8	I feel that good time utilization and organization help enhance job performance					
9	I set plans to raise the level of my self-potential					
10	I can prove to others that I am better than them					
11	I can balance between my social duties and work					
12	I try to respond job assignments and duties on time					
13	I plan to keep my belonging to the place where I work					
14	I seek to achieve life goals					
15	I listen carefully to what is said by others					
16	I avoid being a source of threat for others					
17	I set plans to control my temper					
18	I avoid negative things					
19	I consider levels of students while talking to them					
20	I plan to maintain self-stability					
21	I consider performance more than results					
22	I believe that time management is crucial for work organization					
23	I give great importance to formal relations					
24	I care of others' rights regardless of their behavior					
25	I feel that I am more affordable to job commitments					
26	I reject welcoming visitors during job work hours					
27	I plan to succeed in works assigned to me					
28	I work on improving my appearance					
29	I greet my colleagues while passing-by					
30	I think that progress of societies is related to their respect to time					
31	I plan to make successful social relations with others					
32	I try to solve problems myself					
33	My adherence to divine books makes me more committed to work					
34	I have the ability of effective time utilization					

35	I set suitable plans to solve problems facing me					
36	I draw my goals in limits of my abilities					
37	Influence of external distractions is weak					
38	I feel able to achieve my daily tasks					
39	I commit to my society's habits and values					
40	I participate in all school activities					
41	I apologize to those I offended					
42	I feel that the past time cannot be restored					
43	I seek to form a beloved personality					
44	I seek to raise my job commitment level					