

PROFILE OF THE TEACHER OF PHYSICAL EDUCATION AND SPORT IN THE EDUCATIONAL SYSTEM: CASE STUDY

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Abstract: *The role of the teacher is essential and remains at the forefront of the process of shaping students' personalities. The teacher is the main shaper of students' personalities starting from teaching a social behavior, to helping them define their aspirations and ideals. The purpose of this research consists in identifying the differences between the self-assessment of their competencies by the teachers of physical education and sport (N=5) and the assessment made by their students in eight grades (N=50), respectively by their parents (N=40), in the interest of optimizing the process of teaching – learning. The results obtained by teachers following the assessment made by students were good, which means that the lessons of physical education are well structured, the content is attractive, explanations are clear and concise and most demonstrations were relevant. The results of the assessment made by parents reveal the fact that most of them have a positive view in regard to the work of physical education and sport teachers.*

Key words: *self-assessment, competencies, physical education, teacher, students.*

1. Introduction

The effects of the teacher's activity and personality were the subject of research in the fields of pedagogy, pedagogical psychology, and education sociology, aiming at increasing the effectiveness of the pedagogical activity in general and of the teacher in particular [2, p.45].

The main points of focus in this scientific research, relating the role of the teacher were:

- His personality;
- His role and his tasks;

- Communication and his relations with students;
- His proficiency and improvement.

It is hard to define the profile of a "good" teacher. Even parents have different opinions on this matter, sometimes contradictory. Some say that proficiency is the main factor, whereas others focus on "the ability to make himself understood", "his love for his profession". Some have an interesting observation as far as favorite teachers are concerned: experienced teachers, as young teachers "are not understood". The first stage teacher is sometimes isolated from

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his colleagues and community. A good teacher uses not only his knowledge in his field, but also the one in the wider range of the curriculum. An important aspect is a teacher's capability and availability for feedback receiving, not only for giving feedback [ibidem].

Knowing students is a basic requirement in leading the process of education, and its significance grows as students participate in school activity more and more consciously and as the need of a correct professional guidance grows more important.

Through his specific activity, the teacher – no matter the discipline – is also a psychologist and a pedagogue, for the purpose of knowing his students, providing them guidance and counseling and leading his class [3].

Physical education, organically integrated into the pupils' instructive-educative process, is meant to participate in the growth and development of a physically and psychically healthy generation, able to cope with the society exigencies [1, p.1].

Unlike teachers in other disciplines, the teacher of physical education needs to show more advanced skills of leadership, necessary in leading a group of students during organized activities in sports class or out of this formal context [3].

Also, above all, the teacher of physical education needs to meet certain requirements specific to this pedagogical profession. He is at the same time a member of a school organization and ought to have the following types of skills: educational (conceiving, leading and evaluating the educational process), psychoeducational and psychosocial, managerial and socio-educational [5].

2. Research

2.1. The Purpose of this Research

The purpose of this research consists in identifying the differences between the self-assessment of their competencies by

the teachers of physical education and sport (N=5) and the assessment made by their students in eight grades (N=50), respectively by their parents (N=40), in the interest of optimizing the process of teaching – learning.

2.2. Research Hypothesis

For the purpose of establishing the hypothesis of this research we have started from the assumption that the performance of the teachers in organizing and carrying out lessons of physical education could be improved through becoming aware of the differences between the self-assessment by the teacher, his assessment by the students and the parents' opinions, as far as professional skills of teaching – learning are concerned.

3. Material and Methods

This research was carried out in Braşov city, in the second semester of the school year 2015-2016.

The research comprised 3 samples: one sample represented by 5 teachers of physical education and sport, from the General School no. 5, 8, 15, 20, 22 from Braşov county; another sample represented by 50 students, out of whom 10 from each school where the study was conducted, and one represented by 40 parents of the students subjected to the study.

For the shaping of the teachers' profile in 7h grade we used 2 questionnaires and a self – assessment sheet. The questionnaires and the self – assessment sheet comprised 10 items each.

The questionnaires had several options of answer, and the self – assessment chart contained scores, that were later converted to grades. As far as the self – assessment sheet is concerned, it had the following scorecard: for the score very low – grade 2; for low – 4; for acceptable – 5; for good – 8 and for very good – 10.

We mention that the questionnaires were validated through the alpha Cronbach validity coefficient (SPSS 20) [4].

4. Results of the Research

Interpretation of collected data after applying the questionnaire method.

Validation of the questionnaire addressed to parents regarding their relation with the school were their child studies.

The questionnaire addressed to parents resulted in an alpha validity coefficient equal to 0.717, which proves a good level of fidelity (Table 1).

Centralizing the results of the questionnaire of self – assessment of the teacher by teachers and of the questionnaire of assessment by students.

Table 1
Internal consistency of the questionnaire given to parents

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .717 | 10 |

The obtained results reveal the fact that teachers of physical education and sport have scores between 97 and 100 points, which proves that the confidence of these teachers in their own skills is very high. The values of the standard deviation are as follows: 0.63 for the first teacher, 0.00, for the second teacher, 0.84 for the third teacher, 0.63. for the forth teacher 0.00 for the last teacher (Tab. 2).

Results of the self – assessment questionnaire of teachers

Table 2

| Self – assessment criteria | TEACHER'S INITIALS | | | | |
|--|--------------------|----------|----------|----------|----------|
| | N.A. | P.O. | N.C. | G.D. | P.L. |
| Update of the information communicated to students | 10 | 10 | 10 | 10 | 10 |
| Quality of the delivering of information to students | 10 | 10 | 10 | 10 | 10 |
| Training level of students in sports activities | 10 | 10 | 10 | 10 | 10 |
| Encouraging the creativity of students | 10 | 10 | 10 | 10 | 10 |
| Quality of the relation teacher - student | 10 | 10 | 10 | 10 | 10 |
| Objectivity of the method of assessment of students | 10 | 10 | 10 | 10 | 10 |
| Participation in professional guidance in sports of students and counseling for choosing a life path | 10 | 10 | 8 | 10 | 10 |
| Training of students in extracurricular sports activities | 8 | 10 | 10 | 10 | 10 |
| Participation in organized activities in school | 10 | 10 | 10 | 10 | 10 |
| Implication level in choosing students with aptitudes for performance sports | 10 | 10 | 8 | 8 | 10 |
| Mean | 98.000 | 97.000 | 96.000 | 98.000 | 97.000 |
| St. Deviation | 0.63246 | 0.00 | 0.84327 | 0.63246 | 0.00 |
| Median | 100.0000 | 100.0000 | 100.0000 | 100.0000 | 100.0000 |

The scores achieved by teachers following the students' assessment were high, between 930 and 970 points, which means that classes of physical education

and sport are carried out competently, but the educational process needs to be improved constantly. The standard deviation showed the following values:

5.69 for the first teacher, 8.41 for the second teacher, 6.31 for the third teacher, 6.96. for the fourth teacher and 6.74 for the last teacher (Tab. 3).

Results of the questionnaire of assessment of the teacher by students Table 3

| Self – assessment criteria | TEACHER'S INITIALS | | | | |
|--|--------------------|-----------------|-----------------|----------------|-----------------|
| | N.A. | P.O. | N.C. | G.D. | P.L. |
| The objectives of the lessons are clear | 100 | 100 | 100 | 100 | 100 |
| The content of the lessons is suitable for the preferences and particularities of students | 91 | 100 | 100 | 100 | 100 |
| The lesson is well structured | 100 | 100 | 94 | 90 | 100 |
| Explanations are appropriate | 100 | 100 | 92 | 90 | 100 |
| Corrections and observations are appropriate and correct | 89 | 82 | 84 | 86 | 100 |
| Demonstrations are relevant and correct | 100 | 85 | 86 | 80 | 100 |
| During the lesson there is a dialogue with students | 86 | 80 | 100 | 100 | 80 |
| The way of communication raises interest of students in the presented material | 90 | 93 | 100 | 100 | 90 |
| The difficulty level is suitable for my previous training | 100 | 100 | 100 | 94 | 100 |
| The examination method is correct and scoring is objective | 92 | 100 | 100 | 91 | 100 |
| Mean | <i>94.8000</i> | <i>94.0000</i> | <i>95.6000</i> | <i>93.1000</i> | <i>97.0000</i> |
| St. Deviation | <i>5.69210</i> | <i>8.41955</i> | <i>6.31049</i> | <i>6.96738</i> | <i>6.74949</i> |
| Median | <i>96.0000</i> | <i>100.0000</i> | <i>100.0000</i> | <i>92.5000</i> | <i>100.0000</i> |

4. Conclusions

The self – assessment questionnaire applied to the 5 teachers of physical education and sports revealed their strong confidence in their abilities. Nevertheless, these abilities can be improved through a more active involvement in the extracurricular sports activity of students and in the process of finding students with aptitudes for performance sports.

The results achieved by teachers in the assessment made by students were good, which reveals the fact that the lessons of physical education and sports are well organized, the content is attractive, explanations are clear and concise and most demonstrations are relevant.

The questionnaire applied to parents shows that most of them appreciate the performance of the teachers of physical education and sports.

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