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MODEL OF PERSONALITY TRAITS OF PHYSICAL EDUCATION AND SPORTS TEACHERS

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Abstract

Modern trends in the development of education, increased professional requirements towards the personality of the teacher have necessitated forming the teacher's creative individuality and unlimited realization of his or her creative skills. Dealing successfully with the demands depends not only on the professionalism of the teacher but on his or her personality, in particular, on the teacher’s personal qualities.

The aim of the research provided in this article was to develop a hypothetical model of professionally valued personality traits of the physical education and sports teacher of a general education institution and its experimental verification on the Georgian population. The research has shown that there is a certain difference between the hypothetical model and the personality traits obtained through the research. The experimental study conducted on the Georgian population has revealed seven key personality traits characteristic of the physical education and sports teacher: high level of rule-consciousness, high level of self-control, relaxed, socially boldness, emotional stability, and sensitivity. It has also been found that only a small number of teachers (38.8%) are open to change. A large proportion of the participants are characterized by low (28.2%) and average (50.4%) level of creativity.

Key words: model of professional valued personality traits, teacher of physical education and sports, 16-Personality Factor Questionnaire (16PF) by R. B. Cattell.

1. Introduction

The importance of promoting a healthy lifestyle in adolescents is widely recognized at the modern stage of social development. General education institutions, in particular, physical education and sports classes, extracurricular and outside of school sports activities, etc., play a key role in the successful implementation of the aforementioned process. Certainly, the effectiveness of these activities largely depends on the professionalism of physical education and sports teachers, their efforts and enthusiasm.

It should be taken into consideration that the teacher’s role is changing dramatically in the light of modern educational processes. The teacher now serves not only as a disseminator

of information (propagator), but as a mediator in knowledge acquisition. Currently, the teacher is not only the educator (in the old sense), but rather a leader managing the educational process. The teacher, on the other hand, does not only see students as the recipients of information but perceives them as active cognitive partners. Today, the teacher has taken the role of a facilitator, a cognitive coach who is aware of the interests of students, knows their abilities and gives them tips, instructions, comments on how to apply acquired knowledge in practice and how to adapt to modern society (Chanetal, 2011). Overcoming challenges successfully largely depends on the personal qualities of the teacher. Most studies indicate that the teacher's personal qualities are positively correlated with the student's achievements (Improving the Quality of Teacher Education, 2007).

2. Theoretical Base or Literature Review

Since the 1960s of the previous century, physical education experts have embarked on to develop a successful teacher model. In an effort to develop the model of a physical education teacher (PE), American scientists pay particular attention to the development of PE teacher's personality traits. B. Ogilvie, who is considered as the "father" of applied sports psychology, focuses on the following personality features of the teacher in general:

- Firmness;
- Enduring mental tension;
- Independence;
- Firm and realistic views;
- Sustainable authority;
- Willingness and aspiration to manage the learning process based on his or her views (Ogilvie, Tutko, 1966).

In contrast to the authoritarian model proposed by B. Ogilvie, L. Hendry (1968) believes that the PE teacher should have the following personality qualities:

- Openness;
- Courteousness;
- Emotional resilience;
- Learner management skills;
- Groundbreaker;
- Skillfulness;
- Independence in decision making (Hendry, 1968).

M. Mosston (1966) argued that a PE teacher should start teaching with an authoritarian approach - "Do as you are told!" However, once all students get used to this, we may gradually put them in charge of making decisions. He believed that this approach would make students more active in physical education classes (Mosston, Yvon, 1966).

Here to note that B. J. Cratty (1983) highly appreciated Mosston's concept of physical education, noting that it includes organizational flexibility and collaboration with students which is so essential for successful teaching. The Mosston methods, as Cratty explains, may take longer but if we compare them to the common authoritarian or democratic approaches to physical education, they will prove not to be so authoritarian. In particular, if in the first case, the motor skills are acquired faster, the students within the Mosston method gradually become more involved in the learning process and understand why various or alternative teaching methods are applied to them.

According to B. J. Cratty, the pedagogical success of PE teachers also depends on their own attitude to physical training and sports, how active they are in this respect, their specific professional knowledge and ability to build relationship with students, emotionally control them and conduct highly intellectual conversations with them, etc. (Cratty, 1983).

The content of the personality structure of the PE teacher has changed in recent years. At the "Global Forum" (USA, 2010) dedicated to teaching physical education mentioned above, scientists focused on the following personal qualities of the PE teacher:

- Resourcefulness;
- Skillfulness;
- Swiftness in decision making;
- Ability to distribute attention, etc.

Russian scientists I. Grigorovich, A. Polyvaev and A. Geraskin (2011) in a special study determined the PE teacher's key personality traits that have a positive effect on his/her pedagogical activities. They are as follows:

- High level of intelligence;
- Emotional resilience;
- Dominance;
- Expressiveness;
- Social agility;
- Straightforwardness.

Based on the analysis of literature and modern educational trends, we have developed a model of the professionally valuable personality traits of the physical education and sports teacher:

- Openness to innovations;
- Creativity;
- High level of intelligence;
- Emotional stability;
- Calmness;
- High level of self-control;
- Sensitivity;
- Sociability;
- Boldness.

3. Research Methodology

The purpose of this study

The experimental verification on the Georgian population of the hypothetical model of the professionally valuable personality traits of the general education and sports teacher based on modern research trends and theories.

Study Object

Physical education and sports teachers of general education institutions in Georgia.

Research Tools

- 16- Personality Factor Questionnaire (16PF) by R. B. Cattell, Form C, 105 items[1];
- Torrance Creative Thinking Assessment Method "Complete the drawing". [2]

Research Procedures

170 physical education and sports teachers across Tbilisi participated in the study. Tests were conducted individually in groups of 15-20 persons. The questionnaires were filled in anonymously. The respondents had to fill out the questionnaires independently.

Research Results

Out of 170 physical education and sports teachers, 80 were male and 90 female. The age of the study participants ranged from 21 to 75 (M = 43.64, SD = 12.595).

The results of the factors revealed by the 16-Cattell Personality Factor Questionnaire (see Chart 1):

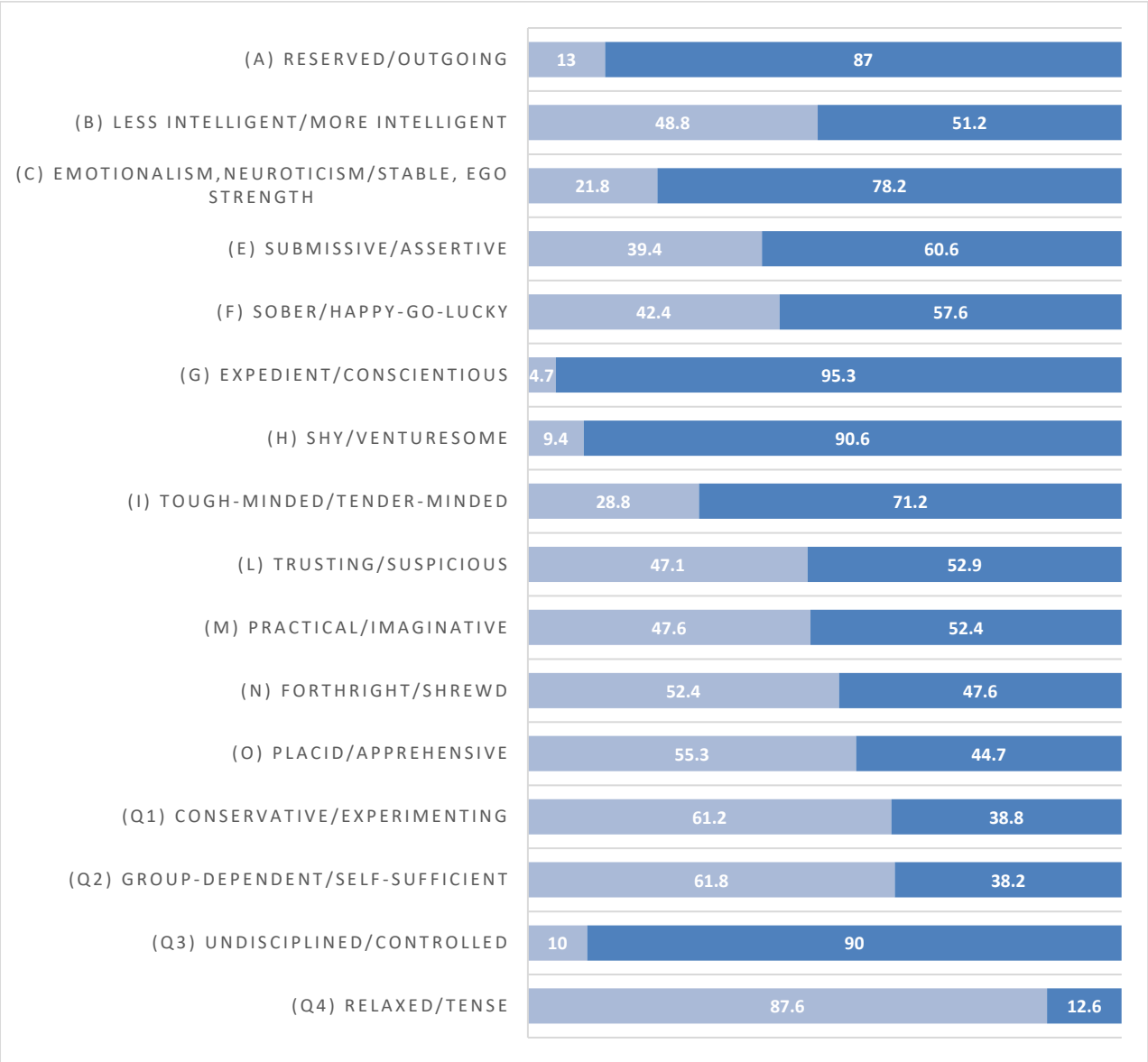
- 13% of the teachers are characterized by lower level of sociability/reserved and 87% are sociable and open (A) (M = 1.87; SD = 0.337);
- 48.8% of the teachers have a low level of intelligence and 51.2% have a high level of intelligence (B) (M = 1.511; SD = 0.501);
- 21.8% of the teachers are characterized by emotional instability (neuroticism) and 78.2% are emotionally stable (C) (M = 1.782; SD = 0.414);
- 39.4% of the teachers are submissive and 60.6 % assertive (E) (M = 1.605; SD = 0.49);
- 42.4% of the teachers are sober and 57.6% are happy-go-lucky, expressive (F) (M = 1.576; SD = 0.495);
- 4.7% of the teachers are expedient, self-indulgent and 95.3% rule-conscious, rule bound (G) (M = 1.953; SD = 0.212);
- 9.4% of the teachers have a high level of shyness and 90.6% socially bold, venturesome (H) (M = 1.906; SD = 0.293);
- 28.8% of the teachers are characterized by insensitiveness (tough-minded) and 71.2% by sensitivity (tender-minded) (I) (M = 1.711; SD = 0.454);
- 47.1% of the teachers are trusting and 52.9% distrustful, suspicious (L) (M = 1.529; SD = 0.5);
- 47.6% of the teachers are practical and 52.4% are impractical, imaginative (M) (M = 1.523; SD = 0.5);
- 52.4% of the teachers demonstrate straightforward (linear) attitude and 47.6% are diplomatic, shrewd (N) (M = 1.476; SD = 0.5);
- 55.3% of the teachers are placid, calm and 44.7% apprehensive, anxious (O) (M = 1.447; SD = 0.497);
- 61.2% of the teachers are conservative and 38.8% experimenting, open to innovations (Q1) (M = 1.388; SD = 0.489);
- 61.8% of the teachers are group-dependent, conformists and 38.2% self-sufficient, nonconformists (Q2) (M = 1.382; SD = 0.487);
- 10% of the teachers have lower self-control and 90% higher self-control (Q3) (M = 1.9; SD = 0.3);

[1] The Georgian version of the instruments was adapted by Tbilisi State University

[2] Туник Е.Е. Диагностика креативности. Тест Е. Торренса. Санкт-Петербург, 1998.

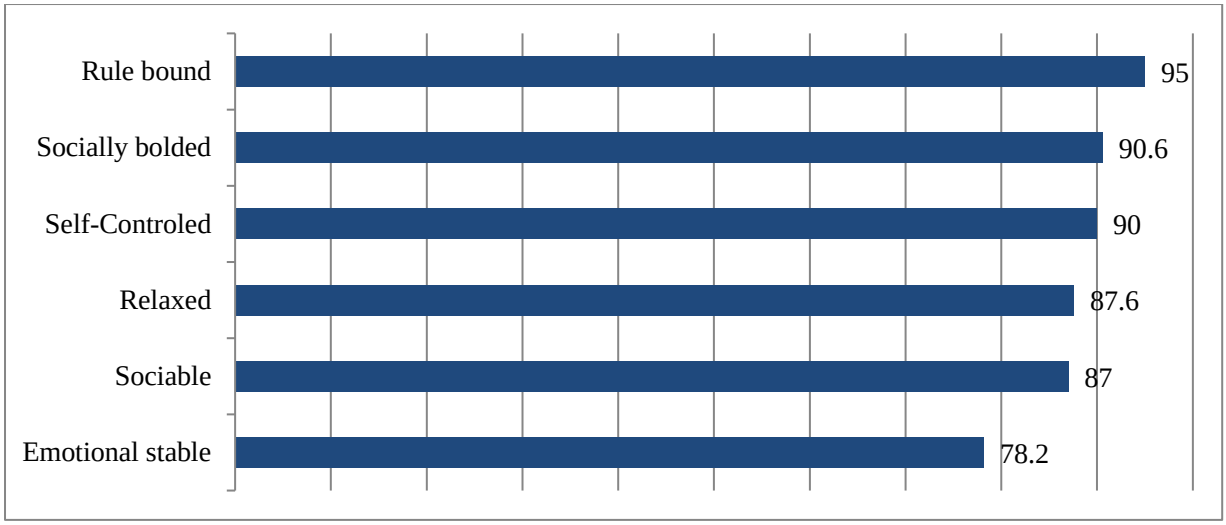
- 87.6% of the teachers are laid-back, relaxed and 12.4% are tense, impatient (Q4) (M = 1.123; SD = 0.33);
- 0.6% of the teachers has low self-esteem, 40.6% has average self-esteem, and 58.8% high self-esteem (M = 2.258; SD = 0.51).

Chart 1. Distribution of the respondents by Cattell factors.



The chart 2 summarizes the dominant characteristics confirmed on the example of our research participants. In particular, the majority (78%) of the respondents are characterized by the following personal pattern: rule bound, socially bold, self-control, relaxed, sociability and emotional stability.

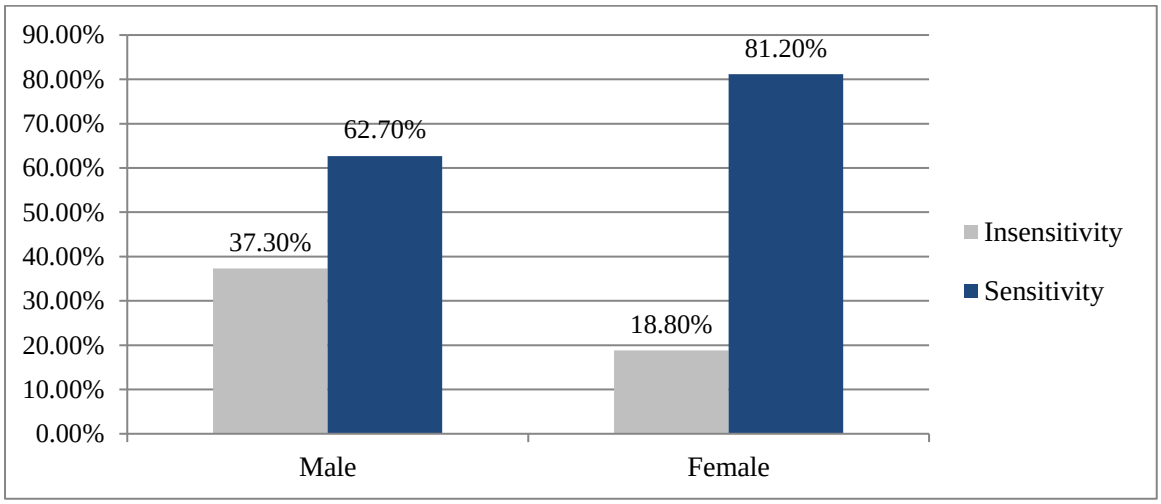
Chart 2. Cattell factors model by dominant factors.



According to **genders**, a statistically significant difference using the chi-square criterion was detected on the following scales:

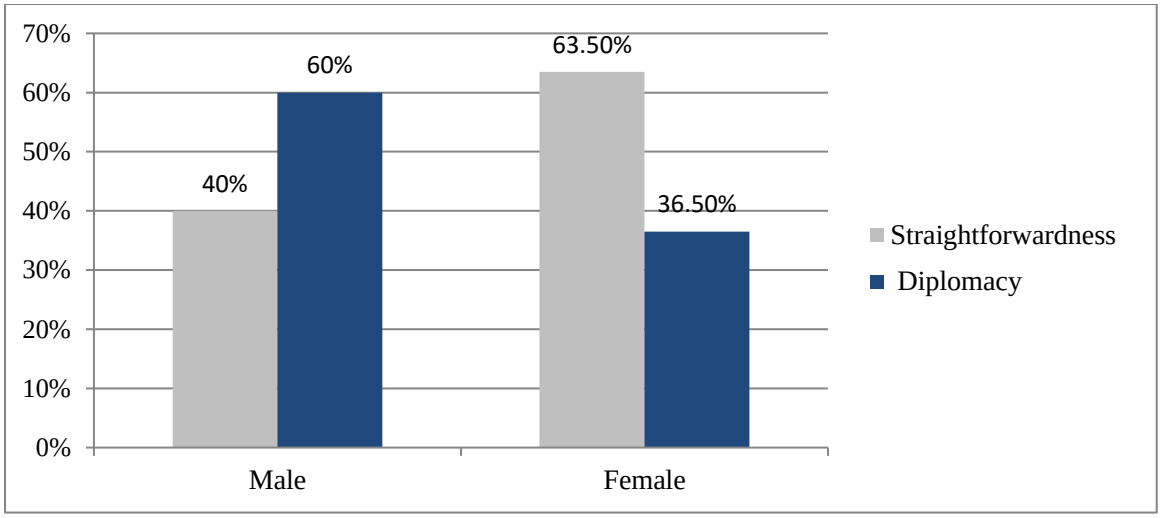
- (I) 37. 3% of male teachers are characterized by insensitivity and 62.7% by sensitivity. 18.8% female teachers are characterized by insensitivity and 81.2% by sensitivity (χ^2 (160) = 6.847, df = 1, p < 05) (see Chart 3).

Chart 3. Insensitivity/sensitivity scale by sex.



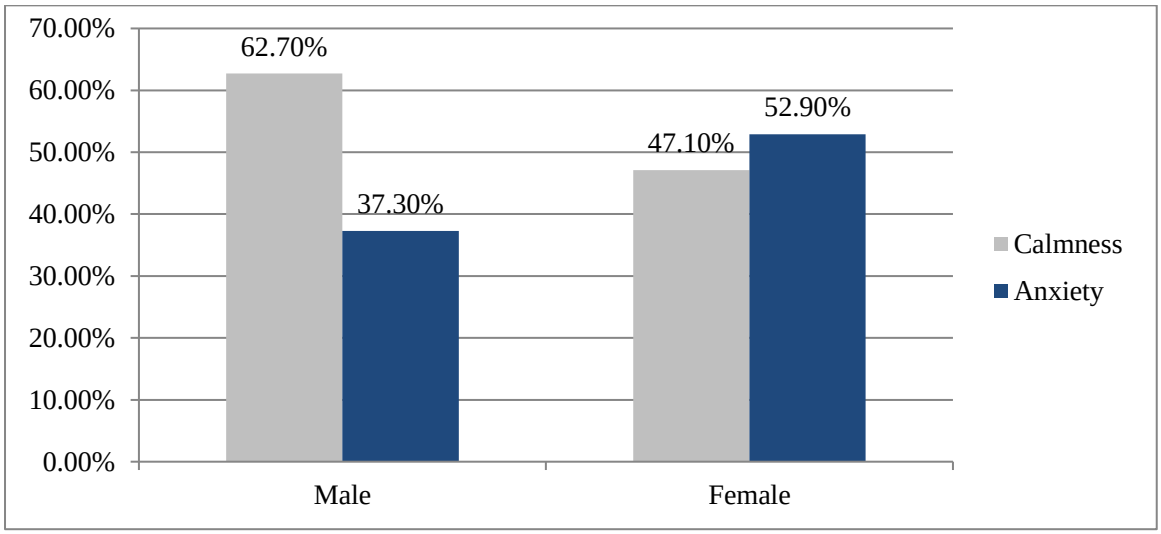
- (N) 40% of male teachers are straightforward and 60% diplomatic. 63.5% of female teachers are straightforward and 36.5% diplomatic (χ^2 (160) = 8.846, df = 1, p <.05) (see Chart 4).

Chart 4. Straightforwardness/diplomacy scale by sex.



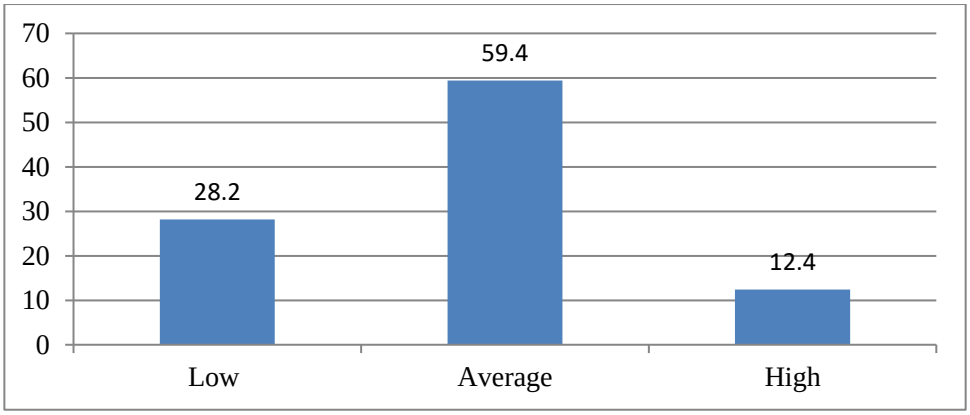
- (O) 62.7% of male teachers are calm and 37.3% anxious. 47.1% of female teachers are characterized by calmness and 52.9% by anxiety (χ^2 (160) = 3.912, df = 1, p <.05) (see Chart 5).

Chart 5. Calmness/anxiety scale by sex



The analysis of the data obtained through the Torrance Test of Creativity "Complete the drawing" has revealed that creativity, which in our opinion is an important personality trait in our hypothetical model of the PE teacher, has been poorly demonstrated by our respondents. A large proportion of the research participants has low or average creativity (low - 28.2%; average - 50.4%), but if we exclude the respondents with the extreme level of creativity, we will get a distribution that is more or less closer to a normal distribution (see Chart 6).

Chart 6. Distribution of the respondents by the level of creativity



4. Discussion

According to the results of the experimental study, seven main personality traits have been identified in physical education and sports teachers in the Georgian population. It has been found that most of the participants are characterized by:

- Highly normative behavior expressed in a high sense of responsibility, stability, balance, acceptance of norms widely accepted by society;
- Boldness expressed in activity, such individuals are able to take risks in unfamiliar situations, make decisions independently and display leadership qualities;
- High self-control expressed in the ability to manage emotions and behavior;
- Relaxation expressed in non-tenseness, calmness;
- Sociability expressed in openness, readiness for cooperation;
- Emotional stability means focusing on peacefulness and reality;
- Sensitivity expressed in sensitivity and caution.

If we compare our hypothetical model of the professionally valued PE teacher personality traits with the data obtained through the research, we can see that the hypothetical model included nine characteristics while the number of the key features obtained through the research is seven. 70% or more of the Georgian population is characterized by seven key personality features, five of which are the traits offered in the hypothetical model: emotional stability, high level of self-control, sensitivity, sociability, and boldness.

In addition, the research has shown that the intelligence and calmness/anxiety scale did not have any qualitative significance, as the data were almost evenly distributed among the participants: 48.8% of the respondents had a low level of intelligence and 51.1% high level of intelligence; 55.3% are characterized by calmness and 44.7% by anxiety.

The most significant difference between the model proposed by us and the list of personality traits obtained through the study is reflected in the indicators of creativity and openness to innovation. Only 38.8% of the respondents are open to innovations. As regards creativity, a considerable part of the research participants is characterized by low and average creativity (low - 28.2%, average - 50.4%).

The model obtained through the research revealed two additional qualities that were not included in the hypothetical model. These are rule-consciousness and relaxation.

5. Conclusions

- The professionally valued personality traits of the physical education and sports teacher have been identified based on the theoretical comparative analysis and a hypothetical model of the teacher has been developed;

- The hypothetical model offered nine personality traits: openness to innovations; creativity; high level of intelligence; emotional stability; calmness; high level of self-control; sensitivity; sociability; boldness.
- The experimental study conducted on the Georgian population revealed seven key personality traits characteristic of the physical education and sports teacher: rule-consciousness, boldness, high level of self-control, relaxation, sociability, emotional stability, and sensitivity.
- The five personality traits included in the hypothetical model (boldness, high level of self-control, sociability, emotional stability, and sensitivity) have proved to be significantly characteristic of the PE teachers in the Georgian population;
- It has been confirmed that there is a certain difference between the hypothetical model and the personality traits obtained through the research. Namely:
  - The study results have revealed two additional qualities not offered in the hypothetical model. These are rule-consciousness and relaxation;
  - The research has proved that only a small number (38.8%) of physical education and sports teachers are characterized by openness to innovations;
  - The results of the research have shown that a large number of the participants have a low (28.2%) and average level (50.4%) of creativity.

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