

# Personality profile of novice and experimenters physical education Tunisian Teacher's

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**Abstract-**The aim of this study was to compare the psychological personality profiles of experienced and novice Tunisian physical education (PE) teachers. Recorded results allow to identify a psychological personality profile of PE teachers (experienced and novice). Analyses of variance demonstrate that a non-significant difference emerge on four parameters like the extraversion, consciousness, neuroticism and openness. This study shows that experienced teachers intervention practices fit precisely to the physical and human data from their environment. While PE teacher novices through a period of significant transition to the professional level, they are also facing similar realities personal level: they live in the so-called "reality shock". The psychological personality profile of Tunisian PE experienced teachers is different from that of PE novice's teachers. The Extraversion, consciousness or control, neuroticism and openness were the psychological variables that make the difference between the psychological profile of experienced teachers and novices.

**Index Terms:** Personality profiles, education, psychological factors, teaching.

## I-INTRODUCTION

During our PE teaching position at the Higher Institute for Sport and Physical Education where it is responsible for the educational support of students and Trainees following discussions and exchanges with associate teachers welcoming schools (experienced and novice), we have heard many times novices to share the challenges they faced in their infancy in education, unlike experienced that perform their tasks of teaching with ease and technical teachers. All country is seeking to improve the level of their schools to better meet the social and economic expectations of higher and higher (Degas, 2004). The faculty as the most significant and the most valuable resource in schools is at the center of efforts to improve teaching. Improving the efficiency and equity of education is to a great extent by the ability to ensure that qualified individuals interested in teaching, their teaching is of high quality and that all students have access to this type of education. Several studies have brought to light the difficulties related to the exercise of the profession (Boutin, 1999. Chevallard, 1985; Degas, 2004). Throughout his career, the teacher's goes through stages which abutted, mark and describe his career path. First starting out in the profession, he gradually acquires an "experienced" teacher status and even manages to be recognized as an "expert" by the educational institution (Volondat, 1979). Entry into the teaching profession is a complex integration of the novice teacher in a professional role new process. This is a transitional stage during which he must adapt to his new role, fit into one or more school and this while continuing their professional development begun in initial training.

This stage, which follows the initial training and the duration varies depending on the individual, is often marked by various difficulties, ensuring that the novice teachers saw what the researchers called "reality shock" (Meirieu, 1987). In all schools (primary and secondary schools) in Tunisia, compulsory courses in physical education and sports are taught to students in a very different intensity of a school board to another. In almost all cases, it is a physical education specialist who provides this education. The teachers are dedicated to learning. The effectiveness of their action requires that they have been trained in a particular area of intervention: school education. Teaching is a profession that requires special skills. The didactic and pedagogical

intervention requires for (future) teachers mastery of knowledge, skills (including methods) to succeed in their mission. However, the recent literature considers the educational power of a PE teacher no longer holds today mainly to the amount of technical knowledge which he can flaunt it, nor the diversity of teaching procedures that it can use, or its institutional status, but an ability to identify a number of background processes related to its own teaching attitude and reactions to them among students (Volondat, 1979; Degas, 2004; Dubar, 1998). In other words, knowledge and training cannot be combined and find their maximum efficiency if the teacher has some positive attitudes that constitute one aspect of his personality. Otherwise, there are very strong links between educational attitudes of the teacher on one side and the dimensions of personality (attitudes, character) of each other. This research aims to study the psychological personality profile of PE teachers and novice's experiments and identify the extent to which psychological personality profiles differ between experienced and novice groups. We assume that there is a difference between these psychological personality profiles for experienced teachers who have a level of esteem and self-control more developed than novice teacher's face their new PE teacher tasks.

## II- METHODS

### *1-Participants*

Our study was conducted in collaboration with 40 PE teachers in post (20 novice teachers and 20 experienced teachers) who have agreed to participate in this study (Table n° 1) .They came from different elementary schools, teaching basic and secondary districts of "Kef and Béja" (In country of Tunisia).

Table.1-Identifications of the study population

	Participant	Age (mean ± SD)	seniority	Establishments
Experiments PE teachers	20	41.45 ± 11.31	+ 5 years	college
Novice PE teachers	18	30.1± 4.24	- 5 years	secondary

### *2-Materials and measurements*

To conduct this research we used the Big Five Inventory (BFI) from the theory of the five factors of personality (Costa & McCrae, 1992), which currently meets broader consensus for the study of dimensional personality (The first show the appearance of a 5-factor model was published by (Fiske 2002). This model is the subject of a broad consensus among psychologists and helps describe the personality using 5 basic features highlighted by the theory of the "Big Five." The BFI was created to provide researchers and clinicians with efficient, reliable and valid measure individual differences in the Big Five dimensions. It consists of 44 items, each a short sentence describing an aspect of personality. The selection of items is based on previous empirical work developed from expert judgment and factor analyzes (Oyserman et al. 2002). The quality of this instrument is excellent (Oyserman et al. 2002). The Participants should meet on a 5-point scale:

- Extraversion (8items) search stimuli, sociable and impulsive behavior, insurance, need contacts, dynamic, active.
- Nice and friendliness (9items) quality of relationships with others, altruism, kindness, avoidance of conflicts.
- Conscientious (9items) compliance with social, conscientious standards responsible. Neuroticism or emotional stability (8items): resistance to stressors, little discomfort, no anxiety, no insecurity, low mood swings.
- Opening (10items) intellectual curiosity, varied interests, imagination and originality.

### *3-Course:*

After contact organizations and obtaining the necessary approvals, tests were conducted in the month of October, November to May 2010 teachers experiments and June 2010 and October 2011 for new teachers; The tests were completed on site and placed

on the field; Only 38 PE teachers have completed anonymously BFI in an individual award with 02 withdrawals; The session lasted about 20 minutes to 30 minutes for an individual award.

4- Statistical Analyses:

Using the software Stata™ \_\_ / 10.1 Copyright 1984-2009 (Statistics / Data Analysis Stata Corp USA) we conducted a descriptive analysis where the means and standard deviations were calculated for all variables studied. Then an ANOVA test with all required analyzes. The significance level was set at  $p < 0.05$ .

III-RESULTS

Following consultation of answer sheets of the Big Five Inventory (BFI) (Costa & McCrae, 1992), we recorded the results presented in the following table 2 and table 3. However, these results show us a global overview, we conduct an analysis of variance (ANOVA) through test Mann-Whitney to determine the differences between psychological personality profiles of the two groups of teachers.

Tableau.2-score variables BFI experienced teachers

	Mean	± SD	Min	Max
Extroversion	3,71	0,48	2,77	4,44
Friendliness	3,24	0,52	2,5	4,25
Awareness	3,64	0,58	1,88	4,22
Neuroticism	2,44	0,74	1,25	3,75
Opening	3,71	0,49	2,5	4,4

Tableau.3-score variables BFI novice's teachers

	Mean	± SD	Min	Max
Extroversion	3,13	0,46	2 ,33	4
Friendliness	3,10	0,40	2,37	4 ,25
Thorough	3,10	0,51	2,11	4,22
Neuroticism	2,89	0,45	2,25	4,25
Opening	3,09	0,52	2,40	4,20

IV-DISCUSSION

The extroversion

ANOVAs revealed a highly significant difference between experienced and novice teachers with P value equal to ( $p < 0.0018$ ). The extrovert subject as pointed Costa & McCrae, 1992) is sociable, he seeks contact. The results of this study found that experienced teachers are more outgoing and sociables. They are looking for contact and stimuli, open to others and like to gather in groups where they live with their easiness. They possible to have moments of professional exchanges in which new elements are transmitted in addition to their expertise and their knowledge professionals' (Schimmack ET al, 2005). Experienced teachers are action-oriented and tend to be enthusiastic. Some authors like Porter, S R & Whitcomb, M E (2005), agree that enthusiasm plays a key role in the response of the physical education teacher. Marcel Poetic wrote about it as positive or negative valences in the relationship affecting teachers and students and cause attraction or rejection. Experienced teachers are not only a bridge between the student and the knowledge, but also guide, companions, with all that implies as human contact. (Larsen, 2005). The novice arrive at the school in which he was assigned and is faced with the need to learn all about the organization of the EPS in the institution, and at the same time to teach students that it discovers As to its implementation. Upon entry into the profession, the

novice teacher is found subject to the same task as a teacher with many years of experience and that from the first day he took office (Schimmack ET al, 2005; Larsen, 2005 Bedell et al, 1999).

### The friendliness

The statistical result sets no significant difference in the parameter friendliness between experienced teachers and new teachers ( $P = 0.41$ ). Studies of personality types according to the Big Five model of measuring the friendliness emphasize that the friendliness and related / correlated with the concept of "cooperation." Experienced or novices teachers need to establish a socio-professional relationship to flee "professional isolation". According to Lieberman and Miller (1984) "Teaching is an activity that takes place in isolation." For these researchers, there is an important paradox: PE teachers are engaged in an institution to carry out a common mission to all that of educating future adults, but aims to the act to promote this mission takes place in isolation mission takes place in isolation. The teacher LOSA is often found the only adult among a group of students to whom he should teach. Their work environment, often land or municipal stadium often busy, quickly becoming its territory work place where he spent most of his working day. The PE teachers contribute to a common task, but the organization of work leaves little room for collaboration.

### The awareness

Regarding the conscientious parameter defined as the ability that the individual has to control, regulate and direct its activities. The statistical recording a highly significant difference between experienced teachers and new teachers ( $p < 0.003$ ) treatment. A superficial reading of this result allows us to say that unlike the novices experienced teachers are better able to avoid trouble and succeed brilliantly in identifying and planning their educational goals. They are also perceived positively by others (colleagues, management of the institution and school pupils), as intelligent and reliable. The writings of Boutin (1999) provide an explanation part on the results recorded for the "experienced teacher" is a phase of stabilization and consolidation of a pedagogical repertoire remains characteristic. Experienced teachers are teachers whose practices intervention specifically to fit physical and human data is environment. Generally their willingness to appear as teaching models (Chevallard, 1985). While the PE teacher novice undergoing a period of significant transition to the professional level, it is also facing similar realities personal level. The novice teacher must deal with two types of often new responsibilities: professional and personal. As mentioned Cooke and Pang (1997), the heavy responsibilities of new teachers not only have an impact on the professional life, but also on personal life, finding the novices reduce social activities to invest (or survive) in their work.

### The neuroticism

The results and analysis of recorded ANOVAs spotted a significant difference between the variable neuroticism experienced teachers and novice teachers. This is reflected in the capabilities that experienced teachers to resist stress and anxiety and low mood swings in their teaching tasks. We believe that the experience as a spontaneous learning process allows teachers to EPS experienced skills, on how to control teaching situations which occur and are sometimes critical and stressful. We can justify his statements by the fact that for several years the experienced teacher working on the property. He knows how. Although he has knowledge of APS students and he teaches it through a period of self-construction where the doubts and certainties alternate in education and fluency in the exercise of his profession and he teaches he masters the educational center implementations and to provide their colleagues a model of professional success. (Bedell et al. 1999).

### The Opening

Our statistical analysis (ANOVAs) found a highly significant difference between the opening parameters experiments teachers and novice teachers ( $p < 0.001$ ) retained. To explain why this result we use a theoretical process widely studied in social psychology that the "conformism or majority influence" (Cooke, B., Pang, K, 1990 ; Denscombe,1980) This theory is to submit to

the opinions, rules, standards, models that represent the collective mentality or system values of the group is a party, and to make them his own. We have previously shown that teachers experiments trying to be regarded as models of success to follow for novices teachers that is not the ease and necessary technical requirements and faced the here and now of their preoccupations in their immediate teaching spots. This is thanks to a group of experienced teachers and novice teachers can be improved, acquirer new know-how "stuff" business, to challenge the most practical and theoretical "gaps" in the initial university education. This is the end to improve their powers of imagination and originality and build new initiatives and varied interests.

#### V-CONCLUSION

The Extraversion, consciousness or control, neuroticism and openness were the BFI psychological variables that make the difference between the psychological profile of experienced PF teachers and PE novices which confirms the main hypothesis of this study. The little scientific research with an interest in the study of the psychology of PE teachers (experienced and novices). This research is not intended to be exhaustive, but we wanted evaluated a large number of PE teachers but some major force met us (refusal of some teachers, Judgment of course ...), which could possibly enhance the results achieved in end to better understand the psychology of PE teachers (experienced and novice) in our opinion this seems a problem that we encountered in this research and that limited our interpretations. Although it ignores the measurement of other psychological and emotional variables such as self-esteem and self-confidence.

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