

## THE EFFECT OF STUDENT TEACHING OF EPS ON THE SENSE OF COMPETENCE IN CLASSROOM MANAGEMENT

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### Abstract

The class handling is Nagar increasingly indispensable to the level of the training of teachers of different subjects (Hamre et al 2005), including the sport and physical education (EPS) courses. In fact, according to Perrault (2010) student teaching classroom management represents a considerable advantage and which belongs to the repository of professional skills as a competence skills at the heart of the business affecting service unit. This study is to search the effect of student teaching of EPS on the sense of competence in management of the class. The French version of the questionnaire by Perrault (2010) was used to calculate these effects. Our sample consists of 234 trainee teachers of the higher Institute of sport and physical education of Sfax who participated voluntarily in the study after a 8 month internship in different schools of the city of Sfax. The results showed a non-significant effect at p 0.05 of course on the sense of competence in classroom management. This may explain the study of Hastings (2005), which showed the difficult behaviour students cause a negative emotional reaction in the teacher who has the effect to decrease the level of feeling of competence including competence in classroom management. This can be further explained by the specificity of the discipline of EPS that has always struggled to find its identity in the school system compared to other disciplines rather than physical intellectual order (Perlebas, 2009).

**Keywords:** the feeling of competence, student teaching, classroom management

## 1. INTRODUCTION

Of independence, policymakers in Tunisia occupies a primordial way of education within the framework of a strategy based on investment in human capital in a country that suffers from lack of natural resources. Teaching internship as a subject which belongs to the curriculum of school system occupies a paramount position. This course is a theoretical application of knowledge studied. This internship represents "the fruit" of 3 years of academic training. "Evaluation of the effectiveness of training actions is today more than ever an obvious need. GERARD, F.-M. (2003). The sense of competence is among the indices to evaluate the pedagogical teaching course. Romano (1996) to "consider a sense of personal effectiveness as an indicator of the effectiveness of a training". The class handling is Nagar increasingly indispensable to the level of the training of teachers of different subjects (Hamre et al 2005), including the sport and physical education (EPS) courses.

In fact, according to Perrault (2010) student teaching classroom management represents a considerable advantage and which belongs to the repository of professional skills as a competence skills at the heart of the business affecting service unit. Despite the importance of student teaching in the training of teachers of EPS, which is the fruit of three years of academic training, but it has not yet assessed the impact of this internship on the sense of teacher competence and in particular skills needed for education. This study is to search the effect of student teaching of EPS on the sense of competence in management of the class.

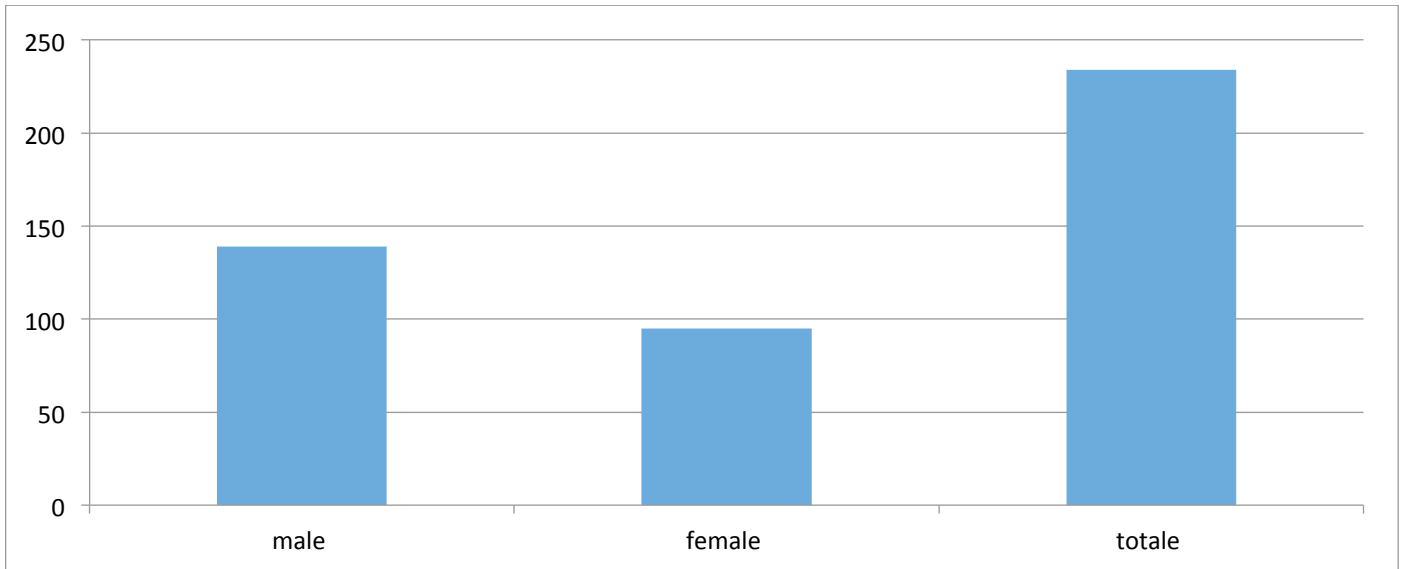
## 2. METHODOLOGY:

Hypothesis:

the educational course of EPS influence the sense of competence in **in classroom management**

Population:

Our population is rhying 234 trainee teachers (95 girls and 139 boys) of the higher Institute of sport and physical education of Sfax. According to the following table:



**Table n° 1 :**

This population is participated voluntarily Participation in the survey. The measuring tool is the scale of measurement of the feelings of competence (Perrault et al. 2007; inspired by Gérard, 2003). In this range there are 8 terms of response measuring the 10 skills of the french repository.

In our research we will focus on items (18, 19 and 26) the jurisdiction of mastery of TIC which are respectively:

- Item 18 :organize situations learning developing participation and cooperation among students -
- Item 19 : create a climate of confidence (attitude, respect, rules, management of conflicts...) in the class supported learning
- Item 26 : choose teaching situations that involve students in learning

The notice of the participants is unauthorised mainly before and after 8 weeks of training.

Results :

Based on the methodology of Gérard (2003) found the following results:

Compétence	Period	The homogeneity
<b>control the competence in classroom management</b>	Pre-internship	32%
<b>control the competence in classroom management</b>	After the internship	14%

According the results yet we notice that there is a significant learning effect 20.8 % (less a 25%). This indicates that trainee teachers of EPS does not believe have actually improved during the teaching course of EPS.

Compétence	The learning effect
<b>control the competence in classroom management</b>	20,8 %

According to the results yet we notice that there is a significant learning effect 20.8 % (less a 25%). This indicates that trainee teachers of EPS do not believe they have actually improved during the teaching course of EPS.

### 3. DISCUSSION

This may explain the Hastings study (2005), which showed the difficult behaviour students cause a negative emotional reaction in the teacher who has the effect to decrease the level of feeling of competence including competence in classroom management.

This can be further explained by the specificity of the discipline of EPS that has always struggled to find its identity in the school system compared to other disciplines rather than physical intellectual order (Perlebas, 2009).

### 4. CONCLUSION :

According to this research it is proposed several proposals:

First, increase the hourly volume of student teaching of EPS by two exit by weeks instead of a single output.

then, increase the number of years of qualifying period of two years (2nd year and 3rd years) instead of a single year.

Finally, increase educational advisors to ensure better supervision for each trainee and subsequently to take care of improvement of the management of the class during the physical education meeting.

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Annexes :

Competences	Items
Competence 1 :	(4) enter the value of the Tunisian Republic in his professional practice (fight against discrimination, equal opportunities... ..)
	6) Act on a daily basis in its class in compliance with the Regulation (rights, duties of officials, official texts).
	12: Ensure a framework guaranteeing the safety, security and respect for all students (integrities physical and moral of the students, sanction, authority, justice...)
Competence 2 :	(7) be careful to the quality of the language among students.
	10) integrate in its practices 107(a) of the mastery of oral and written language activities by students.
	(11) being exemplary in its use of language.
Competence 3 :	(1) control the disciplinary knowledge necessary to teach
	(2) identify links between the disciplines to contribute to their articulation
Competence 4 :	(15) analyze the observed performance and determine the causes of errors
	(16) teaching with reference to the objectives and content of formal programs of EPS.
	20) choose pedagogic and didactic means (group work, media,...) adapted to the learning objectives
	(22) adapt the conduct of the meeting on the basis of the effective work of the students
	(24) build learning situations based on skills to provide skills to students
Competence 5 :	(18) organize situations learning developing participation and cooperation among students
	19) create a climate of confidence (attitude, respect, rules, management of conflicts...) in the class supported learning
	(26) choose teaching situations that involve students in learning
Competence 6 :	(27) differentiate his practice according to the needs of students
	(30) develop with colleagues from projects in school or institution
	(33) to ensure monitoring etou orientation of students in collaboration aves relevant institutional partners (services orientation, medical services, protection of children...)
Competence 7 :	(13) build a progression of learning
	(21) to evaluate the skills of the common-base (the common base of knowledge and skills this what all students should know and master at the end of compulsory schooling)
	23) design at the different times of learning assessment to make account of student assessment

Competence 8 :	(14) use tic (information and communication technology) for networking with colleagues ("facebook" social networks, e-mail, forum...)
	(17) integrate ICT ((technologie d'information et de communication) in sessions with students)
	(25) use ICT (information and communication technology) to update his knowledge and develop
Competence 9 :	(28) build relationships with external partners (sporting, artistic or cultural projects, relations with the professional world...)
	(29) develop with colleagues from projects in school or institution
	(31) be able integrating students with special needs or disabilities
	(32) dialogue with parents or families on his teaching and on the monitoring of students
Competence 10 :	(3) identify and appeal to those who can provide help and support in exercise of the profession.
	(5) take into account in his teaching the contributions of school and teaching research.
	(8) analyze its business practices.
	(9) formulating its vocational training needs.