

# STUDY OF SPORTS TEACHERS STUDENTS' SKILLS FOR SELF-ASSESSMENT OF THEIR PROFESSIONAL QUALITIES

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**Abstract:** An essential characteristic of the teacher's profession is the constant process of self-improvement, which is impossible without existence of a specific personal position and criteria of the sport pedagogue. One of the trends for self-improvement is his personal and professional qualities. They are important because of their specific role – as a means of influence on the trained students in the educational process. Self-evaluation of the level of their growth is a regulator for the sport teachers conduct and activity because it determines the genuine orientation for the level of his qualities, the satisfaction or dissatisfaction.

**Key word:** sports pedagogy, self-evaluation, students, professional's properties

## 1. INTRODUCTION

An essential characteristic of the teacher's profession is the constant process of self-improvement, which is impossible without existence of a specific personal position and criteria of the sport pedagogue. One of the trends for self-improvement is his personal and professional qualities. They are important because of their specific role – as a means of influence on the trained students in the educational process (Chesnokov, A., 2001). Self-evaluation of the level of their growth is a regulator for the sport teachers conduct and activity because it determines the genuine orientation for the level of his qualities, the satisfaction or dissatisfaction (Ross, J., 2006, St, Z., 1995).

## 2. MATERIALS AND METHODS

Self-evaluation is a main compound part of the self-concept of personality. Determining its nature, Popov, N. (1999) in-

dicates that self-evaluation is an "act of evaluation of ourselves, our strengths and capabilities and comparing them against the facts and requirements of the environment". It has a direct impact on the self-respect and self-esteem of an individual, determines man's activity in the process of self-improvement and plays an important part in acclaiming recognition and success. The practice shows that people with a low-level of self-evaluation seek to escape failure. They are normally unsure in their abilities and deal badly with life's challenges, despite that they lack neither abilities, nor competency. People, who have a high-level of self-esteem, demonstrate a strong desire to keep and strengthen their own prestige and reputation of a competent person. Often the high-level of self-esteem is just a defence reaction, which tries to compensate the feeling of inferiority (Tsonkova, D., 2006). This is why the ability of realistic self-evaluation has an essential significance for the sports teacher students in forming their professional readiness. The formation of this ability is a long and arduous process. During adulthood, it passes off under the influence of several main factors: self-observation, self-awareness, self-comprehension, measuring oneself to other people and self - presenting.

**The aim of the** article is to present the results of the study of the sport pedagogy students ability to correctly and realistically evaluate their personal and professional qualities.

### **Purposes:**

1. To determine the level of the basic personal and professional qualities of the students based on their self-evaluation.

2. To makes a comparative analysis of the results from the self-evaluation and the expert evaluation of specialists.

3. To determine the sport pedagogy students ability of self-evaluation in the structure of their readiness for professional activity.

**The object** of the study is the ability to self-evaluate as a part of a person's self-knowledge.

**The target** of the study is the ability of students - future sport teachers to realistically and objectively self-evaluate their personal and professional qualities.

## 2.1. Approaches and organization of the study

A wide range of complex approaches is applied; it includes an inquiry-card, self-evaluation, a group evaluation from experts, a comparative analysis, and a mathematical and statistical procession of the data.

The study was carried out during the period 2012-2013. with 120 students (72 men and 48 women) from the specialty Pedagogy of Physical Education (PPE), who studied at the University of Veliko Tarnovo "St. Cyril and St. Methodius". In the beginning of the 4<sup>th</sup> year, the students had to make a self-evaluation of 28 of their personal and professional qualities by an inquiry card, composed on their generalized empirical and theoretical experience. (St, Z., 1995, Zh, T., 2006), Ivanov, I., 2006). Along with the inquiry card there were several criteria which helped to determine the extent of the examined qualities, as it follows: 2- very low; 3 - low; 4 - moderate; 5 - high, 6 - very high. After that, the results were compared with the results of the expert group assessment, which expressed the opinion of a five-member committee with specialists in the fields of Pedagogy of Physical Education and psychology (Ivanov, I., 2006, Volkova, I. 2002).

## 3. RESULTS AND DISCUSSION

The comparative analyses from the results of the self-evaluation and expert assessment are done as follows: we differentiate five main groups of qualities: Intellectual, communicative, organizational, moral and professional-pedagogical. Those groups are in accordance with the main functions of the teacher in his professional activity. The inclusion of specific qualities in a particular group is conditional because the realization of the different functions suggests a complex manifestation of several personal and professional qualities of the teacher, and each has a leading role. That is why their strict differentiation is illogical and ill-established. The assignment of a given quality to a specific group is based on its advantageous significance during the realization of the respective function

In Table 1 we see the results from the comparative analysis between the self-evaluation of the students and the expert's assessment of the basic intellectual qualities, which have an advantageous significance during the realization of the cognitive function in the professional activities of sport education and sport. The average value of self-evaluation of the students-men and women, show that they have a high opinion (very good) on the following qualities: theoretical knowledge, general knowledge, language knowledge and creativity. The average value for computer literacy and innovation are lower.

**Table 1.** Comparative analyses of the results for the level of the intellectual activity

	Qualities	Group	Self-evaluation		Expert assessment		d	t	P%
			N <sub>1</sub>	S <sub>1</sub>	N <sub>2</sub>	S <sub>2</sub>			
1	Theoretical schooling	m	4,69	0,70	4,66	0,54	0,03	0,36	<95%
		f	4,92	0,82	4,69	0,61	0,21	1,55	<95%
2	General knowledge	m	5,01	0,72	4,24	0,93	0,77	5,61	<99%
		f	5,32	0,87	4,51	0,88	0,61	3,40	<99%
3	Language knowledge	m	4,88	0,89	3,69	0,90	1,19	7,93	<99%
		f	4,96	0,79	4,27	0,92	0,69	3,91	<99%
4	Computer literacy	m	3,62	1,27	3,46	1,15	0,16	0,82	<95%
		f	3,73	1,62	3,58	1,28	0,15	0,49	<95%
5	Innovation	m	3,92	1,26	3,83	1,27	0,07	0,33	<95%
		f	4,48	0,97	3,96	0,76	0,84	2,94	<99%
6	Creative thinking	m	5,04	0,88	4,64	1,07	0,40	2,42	<95%
		f	4,69	0,77	4,38	0,90	0,31	1,76	<95%

Note: the critical values of the t-criteria of Student with  $\kappa=n_1+n_2-2=142$  u  $\alpha=0,05$  equals 1,97 (men);  $\kappa=n_1+n_2-2=94$  u  $\alpha=0,05$  equals 1,98 (women)

Statistically important is the difference between the self-evaluation and the expert assessment of the general knowledge and the language knowledge qualities. This means that the criteria of the evaluated students for the necessary level of knowledge and good grasp of the written, and oral language as a means of communication in their professional activities is lower than that of the experts. This also applies to the evaluation of general knowledge, which includes a wider variety of topics and knowledge attitude, etc. For the qualities innovation and creative thinking, we assume that the subjects have rather evaluated their potential, which can be developed in their future teaching activities, then the realistically displayed during the teaching practices.

The second group contains the main qualities, needed by the sports teacher to successfully establish and maintain the communicative function in the educational process (Table 2). Sociability is a quality, which is the basis of the effective pedagogical interaction in the different forms of physical educational work. We have discovered that in both student groups the average value of  $X_1$  and  $X_2$  is high, which proves that the level of sociability is very good. In all likelihood, the intense sport activity with its specific features is having a beneficiary effect for the development of it as a personal and professional characteristic.

We can draw an identical conclusion for *mobile* category as an important professional quality in respect of the contemporary educational reality and the corresponding requirements for the teachers.

**Table 2.** Comparative analyses of the results for the level of communicative qualities

Qualities	group	Self-evaluation		Expert assessment		d	t	Pt
		$X_1$	$S_1$	$X_2$	$S_2$			
1 Sociability	m	5.06	1.11	4.94	1.22	0.12	0.57	<95%
	f	4.88	1.25	5.00	1.07	-0.12	0.53	<95%
2 Quick orientation	m	5.15	0.83	4.79	1.07	0.36	2.34	>95%
	f	5.19	0.67	4.77	0.88	0.42	2.60	>99%
3 Mobility	m	4.90	0.87	4.74	0.86	0.16	1.05	<95%
	f	4.98	0.86	5.12	0.87	-0.14	0.83	<95%
4 Accuracy	m	4.91	0.74	4.61	0.97	0.30	2.11	>95%
	f	4.67	0.91	4.45	0.98	0.22	1.13	<95%
5 Keenness of observation	m	4.94	1.12	4.68	1.36	0.26	1.27	<95%
	f	5.00	0.92	4.50	0.85	0.50	2.76	>99%
6 Dedication	m	4.79	0.93	4.75	0.98	0.04	0.24	<95%
	f	4.90	0.99	4.85	1.15	0.05	0.19	<95%

Note: the critical values of the t-criteria of Student with  $\kappa=n_1+n_2-2=142$  u  $\alpha=0,05$  equals 1,97 (men);  $\kappa=n_1+n_2-2=94$  u  $\alpha=0,05$  equals 1,98 (women)

We suppose that the statistically large difference between  $X_1$  and  $X_2$  about the quick orientation is mainly since to the fact that the students have taken into account the display of this quality mainly in a worldly environment.

Generally, we may conclude that the level of this group's development is on an adequate enough levels for the professional requirements of the sports teacher and that these qualities are an important factor for the formation of professional readiness.

The analysis of the self-evaluation of the organizational qualities is quite interesting. The distinctive thing is that the evaluation of this set of qualities is that the evaluated students (man and women) have given comparatively high values, which are mainly between 4,64 to 5,31. The expert's values are lower and between the range of 4,40 to 5,06 (Table 3).

**Table 3.** Comparative analysis of the results for the level of organizational qualities

Qualities	groups	Self-evaluation		Expert assessment		d	t	Pt
		$X_1$	$S_1$	$X_2$	$S_2$			
1 Taking the initiative	m	4.88	0.80	4.99	0.74	-0.11	0.86	<95%
	f	4.64	1.06	4.72	0.85	-0.08	0.57	<95%
2 Purposefulness	m	4.82	0.86	4.58	0.94	0.24	1.57	<95%
	f	5.02	0.96	5.06	1.02	-0.04	0.21	<95%
3 Discipline	m	5.12	0.75	4.59	0.75	0.53	4.39	>99%
	f	5.31	0.72	4.82	0.79	0.49	3.34	>99%
4 Strictness	m	4.86	0.92	4.49	1.04	0.37	2.27	>95%
	f	5.00	0.82	4.40	1.05	0.60	3.14	>99%
5 Responsibility	m	5.24	1.00	4.88	1.13	0.36	2.03	>95%
	f	5.19	1.02	4.79	1.13	0.40	1.82	<95%
6 Determination	m	4.79	0.75	5.06	0.75	-0.27	2.15	>95%
	f	4.75	1.12	4.66	0.94	0.09	0.44	<95%

Note: the critical values of the t-criteria of Student with  $\kappa=n_1+n_2-2=142$  u  $\alpha=0,05$  equals 1,97 (men);  $\kappa=n_1+n_2-2=94$  u  $\alpha=0,05$  equals 1,98 (women)

According to both male and female students, their most developed qualities are responsibilities and discipline. The average values are higher than the expert assessment and display a tendency to overestimate oneself, which is further proved by the statistically significant differences. This is even more highly visible in the discipline quality.

Another quality in which both male and female students have a tendency to give overestimated values is strictness. We believe that this is no coincidence, but it is based on a proven connection between the

two qualities – discipline and strictness. In this sense, we can draw the conclusion that the student's criteria about the level of personal and professional qualities are within different parameters, which do not fully coincide with the generally accepted norms. We suppose that the reason for this might be the incorrect understanding of the democratic rights of conduct and relationship.

From the results of the self-evaluation in organizational qualities, a certain peculiarity can be seen: between the male students and the experts there is an authentic difference on the values of four from the six qualities featured in this group. Between the female students and the experts however, there is a difference on only two of those qualities (discipline and strictness). That can lead us to the conclusion that the ability for a correct self-assessment is somehow dependant of the student's gender. That is why a differentiated approach is needed in the formation of the ability for a valid self-evaluation as a significant moment during the formation of the student's readiness for professional activity in physical education and sports.

The data of the moral qualities is systematized in Table 4. There are two facts that draw our attention:

✓ For all the qualities in this group it has been established that there is no statistically significant difference between both students' values and the expert's evaluation.

✓ Qualities such as diligence, humanism and fairness have a high average value in both student groups. The range for  $X_1$  is from 5,06 to 5,48. Experts also give high values,  $X_2$  is 4,80 to 5,24.

The analysis of the data gives us a reason to define the level of moral qualities as adequate for the requirements, according to which there is an educational activity from the sports teacher's side. We definitely consider that the sports competition activity, carried out by the student is a positive factor in the development of their morale. Its beneficial influence is determined

by its specific nature and the resulting peculiarities of the interpersonal contacts between sports people.

**Table 4.** Comparative analysis of the results for the level of moral qualities

Qualities	Group	Self evaluation		Expert assessment		d	t	Pt
		$X_1$	$S_1$	$X_2$	$S_2$			
1 Diligence	m	5,07	1,14	4,80	1,51	0,27	1,21	<95%
	f	5,10	0,93	5,17	1,02	-0,07	0,31	<95%
2 Humility	m	4,08	1,50	3,94	1,63	0,14	0,53	<95%
	f	4,40	1,41	4,25	1,31	0,15	0,52	<95%
3 Humanism	m	5,07	0,84	4,90	0,99	0,17	1,08	<95%
	f	5,48	0,68	5,24	0,70	0,24	1,70	<95%
4 Fairness	m	5,18	0,68	5,03	0,69	0,15	1,34	<95%
	f	5,06	0,86	5,12	0,73	-0,06	0,38	<95%
5 Aesthetics	m	4,62	1,09	4,58	1,35	0,04	0,27	<95%
	f	4,98	0,91	5,03	0,72	-0,05	0,33	<95%

Note: the critical values of the t-criteria of Student with  $\kappa=n_1+n_2-2=142$  u  $\alpha=0,05$  equals 1,97 (men);  $\kappa=n_1+n_2-2=94$  u  $\alpha=0,05$  equals 1,98 (women)

Table 5 displays the results from the comparative analysis of the *specific pedagogical-professional* qualities. They synthesize in a generalized way the achieved level of practical professional knowledge and skills. As components to the physical and mental readiness, they define the professional suitability of the sports teacher for pedagogical activity.

**Table 5.** Comparative analyses of the results for the level of specific pedagogical-professional qualities

Qualities	Group	Self evaluation		Expert assessment		d	t	Pt
		$X_1$	$S_1$	$X_2$	$S_2$			
1 Methodical preparation	m	5,04	0,61	4,80	0,68	0,24	2,19	>99%
	f	4,75	0,73	5,19	0,67	-0,44	3,06	>99%
2 Physical culture	m	5,32	0,82	5,02	0,39	0,30	2,76	>99%
	f	5,52	0,74	4,73	0,61	0,79	5,70	>99%
3 Activity efficiency	m	4,92	0,74	4,76	1,06	0,16	1,00	<95%
	f	5,21	0,80	4,69	1,19	0,61	2,52	>95%
4 Pedagogical tact	m	4,38	1,05	4,06	1,55	0,32	1,45	<95%
	f	4,62	0,91	4,40	0,79	0,22	1,31	<95%
5 Personal example	m	5,07	0,70	4,81	0,90	0,24	1,75	<95%
	f	5,06	0,86	4,78	0,84	0,28	1,59	<95%

Note: the critical values of the t-criteria of Student with  $\kappa=n_1+n_2-2=142$  u  $\alpha=0,05$  equals 1,97 (men);  $\kappa=n_1+n_2-2=94$  u  $\alpha=0,05$  equals 1,98 (women)

It is noticeable that on the quality of physical culture, the researched students give a high self-evaluation. The difference with the expert assessment is statistically sounded for both groups. (Pt >99%). We suppose that the student's self-esteem comes only from their achievements in the sports that they are training. In reality, the physical culture of the sports teacher is a combination of skills from all sports included in the educational plan for the purpose of his specialized professional training.

From the methodical-practical training, it is interested to note that the female students have evaluated themselves lower



that the experts have. The male students on the other hand exhibit the exact opposite tendency. It is evident that the female students are far more critical in the achievement in this quality.

The students have objectively evaluated the level of their pedagogical tact (as far as they have had the opportunity to display it) and have given values that are not that different from the expert's assessment. (Pt <95%).

*Personal example* is a complex quality, which defines the sports teacher's position in the educational system. The average values established from the students' evaluation, are close for both groups. We can assume that it is objective because there is no statistically considerable difference, when compared to the experts' assessment.

## CONCLUSIONS

On the base of the analysis, we can make the following **conclusions**:

1. We confirm the fact that the evaluation of the personal and professional qualities has no universal nature, but is highly dependent on the viewpoint of every individual and his social experience.

2. In the context of their readiness for a professional activity in the physical education and sport, the evaluated students appraise their personal and professional qualities as high and very high.

3. Students possess adequate skills for an objective assessment of their own qualities, despite the occasional overestimation, which is typical for young people at this age and is most probably due to inexperience in the social sphere. It is necessary to perfect those skills through the application of the contemporary psychological and pedagogical approaches in the university training based on scientifically acclaimed criteria for evaluating the qualities of the sports teachers.

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