

# THE EFFECT OF PEDAGOGICAL TRAINING IN PHYSICAL EDUCATION ON FEELING TIC COMPETENCE

Ayman Guemri <sup>1,2</sup>, Tarak Jbali<sup>3</sup>, Morad Bahloul<sup>4</sup>

<sup>1</sup> Study group of développement and the social environment. - Tunisia.

<sup>2</sup>Institute of Sport and Physical Education of Sfax – Tunisia

<sup>3</sup>National center of science medecines of sport – Tunisia

<sup>4</sup>Higher Institute of Business Administration Sfax– Tunisia

E-mail: [ayman.guemri@yahoo.fr](mailto:ayman.guemri@yahoo.fr)

## Abstract

The use of information technology and communication (T.I.C) is all the more essential in the training of teachers in different subjects (Pasquier et al 2008), especially pedagogical training in physical education. According of Karsenti (2002) integration of TIC in pedagogical training in physical education is a considerable advantage. This kind of technologie belongs the repository of professional skills as compétence transversale affecting specially, the act of teaching. This aim of this study is to search the effect of pedagogical training in physical education on feeling TIC competence. The French version scale of Perrault (2010) was used to calculate these effects. Our sample consists of 234 training teachers of higher institute of sports and physical education in Sfax, who voluntarily participated in this study after a 8 month internship in different schools of the city of Sfax. The results showed a non-significant effect at  $p < 0.05$  internship on the feeling of TIC competence. This can be explained by the specificity of the discipline of physical education and sport which has always struggled to find its identity in the school system compared to other disciplines of intellectual rather than physical (Perlebas, 2009). But the result does not agree with the studies of Uwamariya (2005); Matousi (2008).

**KEYWORDS:** Sense of competence. Pedagogical training. Cross competence.

## 1. INTRODUCTION & PROBLEM OF THE STUDY

Currently, in the world, the number of Internet users is increased from 15 million in 1996 to about 700 million in 2006. The excessive use of various types of TIC in society and among adults, students... Yet there are TIC in the training of future teachers. The Tunisia is among the countries that promotes the integration of TIC in these future teaching (Mattousi, 2008) training programs. Indeed, more than 86 teachers have received this training, among them, 60 use these means in the preparation of their courses (TAP, 2015). But there are difficulties (TIC) integration in Tunisian teaching, especially in physical Education and sports (ibid.). Further efforts for the spread of TIC in all disciplines and especially the physical education and sports (Matousi, 2008). The objective of our research is to look for the effect of student teaching on the sense of competence in ICT literacy among future teachers of EPS in the region of Sfax (Tunisia).

## 2. METHODOLOGY

**Hypothesis:** the educational course of EPS influence the sense of competence in TIC literacy.

**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:

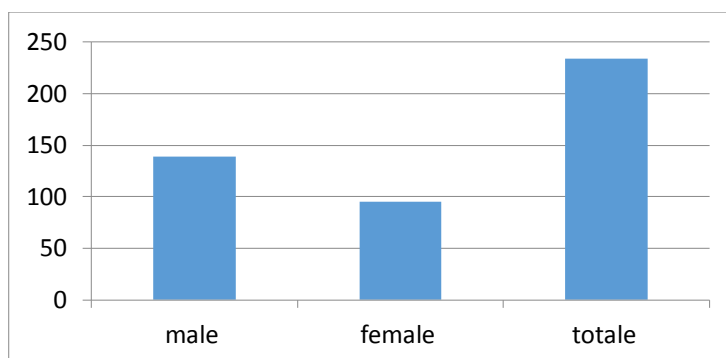


Table n° 1 : This population is participated voluntarily Participation in the survey. The measuring tool is the scale of measurement of the feelings of competence (Perrault et al. 2007; inspired by Gérard, 2003). In this range there are 8 terms of response measuring the 10 skills of the french repository.

In our research we will focus on items (13, 17 and 25) the jurisdiction of mastery of TIC which are respectively:

- Item 13 : Use TIC to network with colleagues ("facebook" social networks, e-mail, forum...).
- Item 17 : Integrating TIC into sessions with students.
- Item 25 : Use TIC to update its knowledge and to train.

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

### 3. RESULTS

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

The results mentioned above there is heterogeneity rate decreased post-

Compétence	Period	The average	standard deviation	The homogeneity
control the competence of TIC	Pre-internship	3,93	2,11	53,81 %
control the competence of TIC	After the internship	5,15	2,34	46,10 %

The results mentioned above there is that the rate of heterogeneity decreased after the internship (46.10%) compared to the levels of departure (53.81%). so there is a level fortfaible before the internship that is greater than 15 .It explains that the student teaching of EPS has did not reduce the gap that existed at the beginning of the internship, which explains that learning had effect of 'equity', in other words, differences in levels skills among trainee teachers of EPS are not reduced and subsequently the student teaching of EPS has therefore not participated in a larger «sharing' skills».

Compétence	The learning effect
control the competence of TIC	30,93%

According the results yet we notice that there is a positive learning effect on the sense of self efficiency with a relative gain of 30,93%. This indicates that trainee teachers of EPS believe have actually improved during the teaching course of EPS.

Note a slight improvement in the competence of the mastery of TIC. This results is manifested by a rate 30: a significant heterogeneity between the responses of participants. In addition there is an average relative gain 40: participants do not believe have really progressed in their mastery of TIC.

### 4. DISCUSSION

The results of our research shows that the educational course of EPS had not participated in development of TIC literacy skills. This is consistent with the results of Villeneuve (2012) which shows as the pedagogical course does not affect the jurisdiction of communication in General and information technology

And does not accord with Uwamariya (2005); Manohar (2008). Referred to Amin Mehdi (2011): the results of investigation showed a malfunction of the dissemination strategy of ICT in University Geography in Tunisia. On the other hand, French experience in educational technology is very well advanced in the context of the widespread use of TIC in teaching of geography in the country. I propose to generalize the found results, this study must be carried out by expanding on all regions of the Tunisia and taking into account socio-economic, cultural and social differences of each region (ISSEP Ksar Saïd, ISSEP Kef, Gafsa ISSEP)

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## 6. 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...)
	(7) Be careful to the quality of the language among students.
Competence 2 :	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.
	(1) control the disciplinary knowledge necessary to teach
Competence 3 :	(2) identify links between the disciplines to contribute to their articulation
	(15) analyze the observed performance and determine the causes of errors
Competence 4 :	(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
	(18) organize situations learning developing participation and cooperation among students
Competence 5 :	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
	(27) differentiate his practice according to the needs of students
Competence 6 :	(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...)
	(13) build a progression of learning
Competence 7 :	(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
	(14) use tic (information and communication technology) for networking with colleagues ("facebook" social networks, e-mail, forum...)
Competence 8 :	(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
	(28) Build relationships with external partners (sporting, artistic or cultural projects, relations with the professional world...)
Competence 9 :	(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
	(3) Identify and appeal to those who can provide help and support in exercise of the profession.
Competence 10 :	(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.