



THE PHYSICAL EDUCATION TEACHER IN SELF AND PEER ASSESSMENT

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Abstract

Teacher personality patterns, shaped in the form of characteristics attributed to particular groups of teachers of the given subject, as if they were accepted in school practice.

Such opinions are generally formulated by pupils. The present study is an attempt to analyse opinions on distinguishing characteristics of physical education teachers as they are perceived by teachers of other subjects, and to compare them with the PE teachers' self-assessment.

The study results show that, in the opinion of physical education teachers, the strongest features of their professional identity are their organisation skills and dynamics in action; they are also distinguished by their optimism, clothes style, manners, commitment to work, and being resourceful in life. They perceive these image attributes as of high quality. However, teachers of other subjects assess these features much lower. In their opinion, the strongest distinguishing feature of physical education teachers in the school is mainly their outfit; they are also identified by dynamics in action, optimism, lifestyle, involvement at work, and courage. This means that - either the physical education teachers have a very high opinion of their value, or their peers teaching other subjects underestimate the assessment. Undoubtedly, the self-perception factor and related mechanisms of self-promotion and depreciation play certain role in this case.

Key words: *perception, attribution, self-promotion, depreciation*

Introduction

While formulating any opinions about another person, we discuss elements of his/her personality concerning chosen spheres of his/her physical, intellectual, emotional or social existence. The popular understanding of somebody's personality refers to his/her appearance, behaviour, delivery, temper, knowledge and skills, sensibility, interests, attitude towards people and environment. These determinants, in total and dynamic terms, describe his/her character. They allow to answer the fundamental question – "Who am I?" or "Who is he?" – that is, to establish his/her personal identity or relatively social identity being basic determinants of a person's identification.

The research studies on personal identity are based on targeted self-analysis of oneself and depend mainly on the ability of carrying out the impartial self-assessment. In turn, the social identity is based on perceiving another person, the ability to see and assess his/her personality traits. In psychology such an action is defined as

perception. This concept has much wider meaning than perceiving. Most definitions encountered in the literature suggest that this is a process of becoming acquainted with another people, consisting of three components [11, p.7]:

- attribution, i.e. ascribing temporary and permanent features;
- ascribing expectations;
- generating emotions.

Process of perception serves as a regulatory function of relations between an individual and the environment, allows formulating opinions, and determines individual's activity. Future of a man is also conditioned by his/her own perception of reality. Perception is determined mostly by the characteristics of the person perceiving it. Based on numerous research studies, it was stated that human perception is influenced to a high degree by the characteristics, being relatively permanent, (such as sense of security, attitudes, beliefs, personality traits), as well as temporary

emotional and motivational states (such as fear, hunger, wrath), along with the features of cognitive structure (their complexity and abstraction) [10].

As a result of accumulated experience, everyone has shaped more or less sharp picture of himself/herself, i.e. sense of personal identity, which can modify to some extent, the perception of other people. In general, people tend to perceive others as similar to them, as well as to ascribe positive traits to popular persons, and negative traits, not accepted by themselves, mainly to unpopular peoples. It is also common that the characteristics that are not accepted in his/her own person, and ascribed to another person, are "attributed to the popular people in order to re-evaluate his/her own value [10, p. 26–27].

Human perceptual processes are explained by the attribution theory initiated by Fritz Heider. Attribution is an ascription of specified personality traits or values system, needs, motives to other people or to the individual himself/herself on the basis of external behaviour, inter alia, utterance, mimics, gestures. In the classic attribution theories, the process of deduction about internal states of active person, along with internal self-states, on the basis of the external circumstances. According to Heider, a man watching another man tries to answer the question: Why does he behave in such way and not otherwise? Why does somebody like him exist? Why does he act like this? Questions raised by all of us indicate our attributional tendencies with the appearance of certain human behaviours.

The process of attribution assessed in terms of interpersonal perception may cause cognitive distortions leading to improper interpretations of social situations.

Psychologists distinguish three mechanisms of information processing:

1. Information filtering – is a selective perception of disposition (permanent traits) of our interlocutor. It occurs that such a "filter", which transmits only part of the information to reach our consciousness, is also active during the interpersonal communication. The reception of the interlocutor's traits is influenced by our previous relations with that person. Also our

mood can affect our assessment of the interlocutor, since we are sensitive to the reception of certain impulses. An important role in perception plays the so-called "effect of false universality" consisting in the establishment that other people share our attitudes and behaviours. Thereby, we assess the behaviours which differ from ours as deviant.

2. Influence of the so-called "central categories" on social perception.

Solomon Asch, a pioneer of social psychology, presents central categories, which are the basis for assessment of other people. They are: emotional warmth and emotional coldness. It was proved that such categorisation has certain consequences. When we perceive a person as emotionally warm, we usually assess him/her positively on other dimensions too, even if we did not have any opportunity to verify our assumptions. Conversely, we ascribe negative traits to a person perceived as emotionally cold.

The term "central categories" is connected with one of the most often committed cognitive distortions called "halo effect". According to its definition, general impression of our interlocutor or his/her single well-defined trait influences our assessment of his/her entire person. Therefore, a person making good impression is favourable assessed by us in all other aspects ("halo effect" or the so-called "angel halo effect"). This mechanism also works backward, namely it is sufficient that the person makes bad first impression on us, and we automatically tend to assess such person negatively ("devil halo effect").

It is important to emphasize that our attributions are not based on earlier experience. We rely on our intuition, which, unfortunately, is often wrong.

In a situation when we meet any person for the first time, we often make such mistakes in social perception. We usually automatically pay attention to physical appearance of our interlocutor, along with his/her mimics, gestures, voice characteristics (e.g. intonation). We also quickly add him/her to one of the categories, usually bipolar, e.g. perceiving him/her as a friendly or hostile person.

3. Self-presentational behaviour

American sociologist E. Goffman [12] was the first sociologist, who observed that very often the man is not absolutely himself, but presents others his/her staged faces. For example, he/she does not want to show his/her anger in a group, whereas he/she cares to be perceived as an intelligent and attractive person. Such attitude is called self-presentational behaviour and it is an integral element of human nature. Each of us wishes to be perceived favourably by the environment and use various self-presentational techniques to achieve it. In the private sphere, we behave unconsciously, e.g. smiling or agreeing with other's opinion is typical verbal and nonverbal behaviours aimed to make an impression of an amiable and peaceful person. Thus self-presentation is defined as a set of actions made by the subject, in order to manage the impression of the interlocutor, and influence his/her reactions towards the subject. Goffman examines the interpersonal communication as a theatrical performance, in which interlocutors are sometimes aware of the game played by them, but, thanks to it, they can predict his/her interlocutor's behaviour [17].

Studies on interpersonal perception showed that there is some regularity in perceiving other people [9]. For example, in a situation like this, when we like two persons at the same extend, each of them more raises our sympathy even more, when we see them at the same time. We also conclude that they like each other. When we like only one of these two persons and see both of them simultaneously we usually conclude that they do not like each other. If we do not like any of these people, seeing them together, we conclude that they like each other.

Material and method

Current studies on personality characteristics of Physical Education teachers are mainly focused on recognition of their personal and competence traits on the basis of pupils' opinions or self-analysis of responders - teachers. Studies among other people outside the school environment are very rare. If pupils' or other people's opinions are analysed, such studies are based on the experience gained as a result of direct contact with the teacher and related with it expectation fulfilment. It is a study

of social identity, based on the perception of a teacher by pupils. Its objectivity depends on relations between these two subjects. However, if self-assessment of own identity is carried out, a relation with our own ego occurs, a compromise between the perfect I and the real I.

Depending on the level of aspiration and self-criticism, the positive self-creation can be the issue. From a methodological point of view, this is a study of personal identity. Both of these types of studies are linked by a very close relation between the observer and the observed, or even the identity of the "actor" and the "observer". Therefore, they have high educational value, but they are not devoid of a certain amount of subjectivism. Thus, it seems to be interesting to undertake comparative studies with an observer situated a little bit outside, but at the same time, close enough, so he/she could easily determine the strength of identity attributes of the Physical Education teacher. Such observers in the school environment are teachers of other subjects. Their perception has different context than in the case of pupils; they are not tied with Physical Education teachers by subordination, dependency nor interest mechanisms. They are connected by their work place, implementation of overall school development plans, and sometimes shared task implementation, spending breaks together, participation in school meetings and special events, as well as performing other common actions in school environment. They are on similar educational level; they know the role of a teacher in the school. Due to their pedagogical background, they are able to estimate other people. And adding to this usually long-term co-existence, it can be concluded that they have a good basis to perceive and assess analytically the personality characteristics of the observed person, rather in narrow school environment. This situation influences the results of perception to be more objective, and significantly affects the exclusion or reduces the impact of experiences connected with the so-called "halo effect".

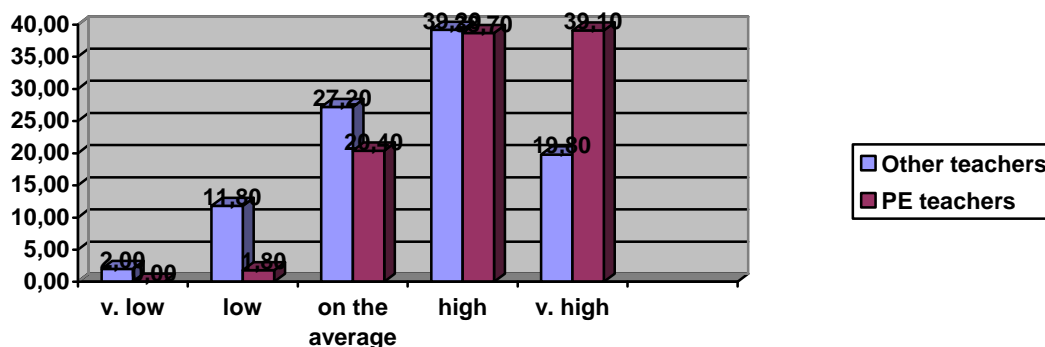
Guided by these premises, quite extensive comparative studies on perception of Physical Education teachers, based on the self- and peer perception, were carried out. On the basis of the preliminary surveys conducted among physical

education teachers, a questionnaire for the actual studies was developed. The object of this study was personal and social identity of Physical Education teachers of selected personality and professional traits. The actual study was undertaken in 2009 and 2010 in the region of Opole and Silesia Voivodships.

In surveys, the physical education teachers have often emphasized not only the specific character of their profession, but also their otherness that distinguish them in the school environment. Consequently, they indicated examples of traits distinguishing them among other teachers. Therefore, besides the other studies, an attempt to verify this thesis has also been undertaken. For this purpose, thirteen identity attributes which in the opinion of Physical Education teachers distinguish them in the school, were subject to self- and peer assessments. The questionnaire consisted of scale questions; and to determine the strength of

certain trait the Five-point Likert scale was used, where the lowest nominal value was assigned to one, and the highest results were described by the number of five. The average value of the scale is 3. Results lower than the average have low connotations and the results with greater numbers were perceived as positive.

In the study, Physical Education teachers were perceived as a monogamous group without distinction of females and males. Teachers of other subjects seen as “observers” and Physical Education teachers in a dual role (“actor” and “observer”) were the independent variables. Percentage index of the respondents’ opinions and calculated average values of the Five-point scale (VS) were used to analyse the results of the study. They indicate the strength of each dependent variable value. Statistical significance of differences between the independent variables was determined by the χ^2 test at $p < 0.05$.



$$\chi^2 = 60.00 \text{ df}=4, p < 0.001$$

Fig.1. Distinction of Physical Education teachers on the basis of their clothes style in self- and peer- opinions.

Tab.1. Distinction of Physical Education teachers on the basis of their clothes style.

– in terms of a fraction of the surveyed teachers (VS – values of the scale index).

Gender	Peer assessment		Self-assessment	
	Primary schools	Secondary schools	Primary schools	Secondary schools
Females	3.64	3.59	4.00	4.17
Males	3.59	3.78	4.03	4.26

Results

In the prism of self-attribution the self-image of a person reflects the one that is desired by the person. However, in the exterior perception, attributes that are the strongest ascribed to another person are the most characteristic, expressive, unequivocal and vivid. The leading role in perceiving these signals plays the visual perception channel. Perhaps the saying "fine feathers make fine birds" is derived from this. In the course of further cognition, the first observations are strengthened by information received from perception of other personality traits, transmitted by verbal communication and behavioural evaluations. An observer develops more precise opinion about the observed person as a result of longer relation with him/her and different experiences. In this respect, it should be more objectified.

In this survey, opinions on characteristics that distinguish Physical Education teachers in the school environment were presented by 312 PE teachers and 600 teachers of other subjects taught in primary and secondary schools.

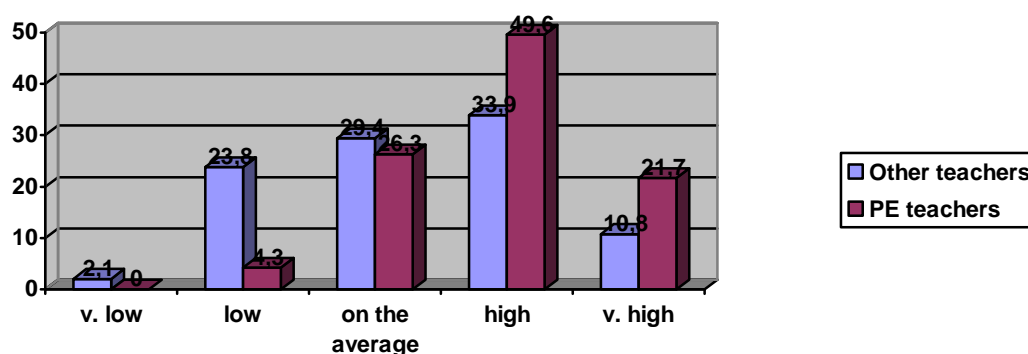
Among thirteen examined attributes classified as the so-called "social distinguishing features", according to teachers of other subjects, Physical Education teachers can be distinguished in the school environment by their clothes style. The average value of the scale for this attribute of their professional identity amounts to $VS=3.64$. This attribute is estimated much higher by physical education teachers,

$VS=4.11$. The result distribution for this characteristic (Fig. 1) is strongly differentiated ($\chi^2=60.00$, $df=4$, $p<0.001$).

Differences in perception of the professional identity attribute are very clear (0.47 points), which can be easier noticed in Table No. 1, including the average values of the scale index for fractions of the surveyed teachers.

Analysis of the test results of this variable confirms the popular opinion that the PE teacher clothing style is rather a strong attribute distinguishing him/her among teachers of other subjects, but not as strong as the PE teachers think it is.

The specificity of clothing style influences the aesthetic impression assessment made on the observers. Not everyone can be impressed by frequent watching even shapely silhouette of a woman or man dressed in sporting clothes, especially in the staffroom during a break or after classes. Perhaps that is one of the reasons why the personal appearance of Physical Education teachers was assessed much lower than their clothing style by teachers of other subjects ($VS=3.15$). It is worth emphasizing that 26% of the teachers "observers" assessed PE teachers in the categories of low (Fig. 2). Such opinion was expressed by only 4.3% PE teachers. The PE teacher appearance was marked with the lowest grades by female teachers from primary schools ($VS=2.89$). Apparently, they rather do not accept such model of appearance or they have different requirements.



$$\chi^2 = 80.37, df=4, p < 0.001$$

Fig.2. Distinction of physical education teachers on the basis of their appearance in self- and peer opinions.

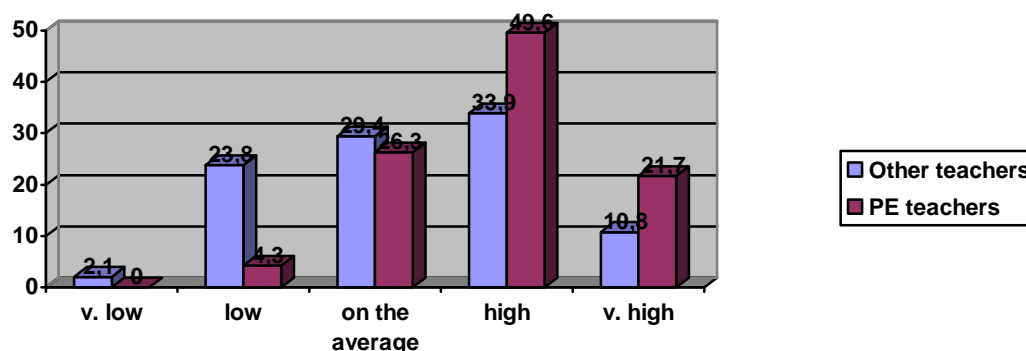
Tab.2 . Distinction of physical education teachers on the basis of their appearance
– in terms of the fraction of the surveyed teachers (VS – values of the scale index).

Gender	Peer-assessment		Self-assessment	
	Primary schools	Secondary schools	Primary schools	Secondary schools
Females	3.30	2.89	3.81	3.82
Males	3.12	3.08	3.84	3.86

The issue of appearance can be perceived differently, thus it depends on personal aesthetic opinions, lifestyle, or even followed values. It is common to say: “clothes do not make the man” or “it is not what outside, but what is inside that counts”.

For attribution of identity traits of others, their way of being in a certain social environment is important. This concept means an individual behaviour in a variety of social situations or in fixed manners, described as a lifestyle. The way of being comprises of different types of proceedings, manners, attitudes, customs and traditions. There are people strictly following traditional conventions, but there are also those who behave differently, according to another formula, or following their own principles. The way of human being is also influenced by many intellectual, emotional and ethical factors. The character plays here an important role, including “... relatively stable characteristics of human behaviour, which is expressed in his/her attitude towards other people, himself/herself and his/her own actions” (Psychological dictionary, Słownik psychologiczny 1985). The lifestyle is often identified with the personality. One of the

important personality traits is cheerful lifestyle expressed as openness towards other people, honesty, positive thinking and acting, not concentrating on unimportant issues, self-acceptance without inferiority or superiority complexes, avoiding unhealthy competition, and manipulation. Eupletic person is characterised by serenity, warmness, optimism, friendliness, naturalness. Such personality attributes facilitate interpersonal relations and functioning in certain community. A cheerful person easily communicates with others, gains their trust, people are willing to meet with him/her. A cheerful teacher is popular among pupils, and it facilitates their cooperation and implementation of the charged tasks. In social feeling, the school environment should be a model of behaviours accepted in the culture. And so it is due to the lifestyle of teachers and tutors, which is firmly rooted in traditionalism. The question concerning the lifestyle of Physical Education teachers, answered by the respondents, is an attempt to verify this thesis by very strict observers, such as the peers – teachers of other subjects in the school.



$$\chi^2=1343.43, df=4, p < 0.001$$

Fig. 3. Distinction of Physical Education teachers on the basis of their lifestyle in self- and peer- opinions.

Tab. 3. Distinction of physical education teachers on the basis of their lifestyle
– in terms of the fraction of the surveyed teachers (VS – values of the scale index).

Gender	Peer-assessment		Self-assessment	
	Primary schools	Secondary schools	Primary schools	Secondary schools
Females	3.20	3.10	4.05	4.00
Males	3.38	3.27	4.19	4.03

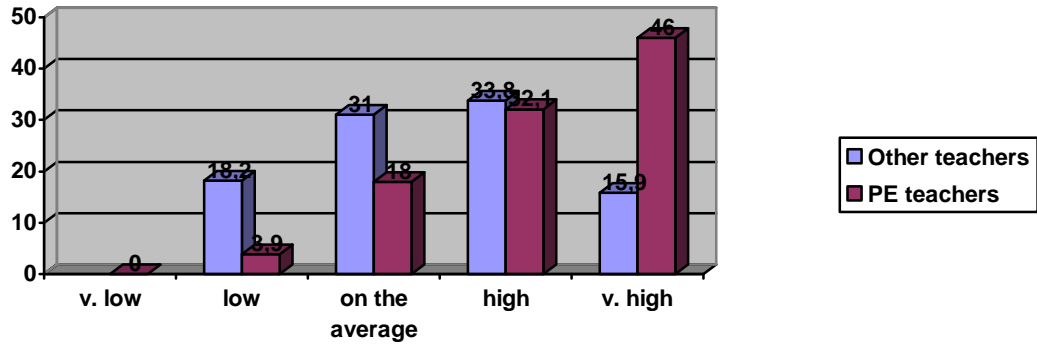
As it can be seen in statistical presentations (Fig. 3 and Table 3), the lifestyle strongly differentiates opinions of respondents on this topic. Teachers of other subjects in the school assess the lifestyle of PE teachers much lower ($VS=3.23$) than they do ($VS=4.06$). The statistical significance of differences in the distribution of opinions is $p < 0.001$. Perhaps the teaching environment, keenly aware of the attributed role-model, is too strongly stacked with the classic model, and PE teachers do not fit to this canon to some extent.

The lifestyle of a person is influenced by many intellectual, emotional and ethical factors. The leading role is played by his/her character, covering "... relatively stable characteristics of human behaviour, which expresses his/her attitude towards other people, himself/herself and his/her activity" (Psychological dictionary, *Słownik psychologiczny* 1985). Lifestyle is often identified by personality. One of the important personality traits is cheerful lifestyle expressed as openness towards other people, honesty, positive thinking and acting, not concentrating on unimportant issues, self-acceptance without inferiority or superiority complexes, avoiding unhealthy competition and manipulation. Euphoric person is characterised by serenity, warmth, optimism, friendliness, naturalness. Such personality attributes facilitate interpersonal relations and existence in a certain community. A cheerful person easily communicates with others, gains their trust; people are willing to meet with him/her. A

cheerful teacher is popular among pupils, and it facilitates their cooperation and implementation of the assigned tasks.

Our study shows that according to teachers of other subjects (peers) this personality trait of PE teachers ($VS=3.47$) does not distinguish them as strongly as it is assessed by them ($VS=4.17$). In their assessment this trait is marked definitely higher (0.70 point), which shows the differences in perception of other people behaviours by representatives of both fractions of teachers. In this moment it is essential to point that the PE teachers have a mechanism of self-presentation, which increases the importance of their virtues, to make better impression on others. An example of such situation are the results presented in Figure 4, where we can see that 78% of PE teachers is convinced of their well-developed serenity, while their colleagues perceive this trait in 50% of cases.

Another specific trait ascribed to PE teachers connected with serenity is their immediacy. It is one of the components of the cheerful personality attribute, it stands for simplifying complicated conventions and behaviour forms during the mutual communication, in favour of simple relations between people, based on assertive behaviour. An immediate person sends his/her message directly to the receiver of the message, without any mediator.

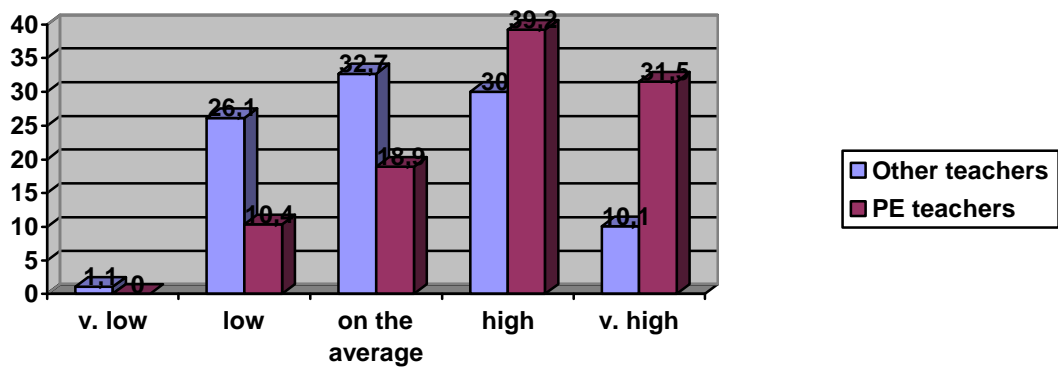


$\chi^2 = 120.75, df=4, p < 0.001$

Fig.4. Distinction of Physical Education teachers on the basis of their serenity in self- and peer- assessments.

Tab.4. Distinction of physical education teachers on the basis of their serenity – in terms of the fraction of the surveyed teachers.

Gender	Peer-assessment		Self-assessment	
	Primary schools	Secondary schools	Primary schools	Secondary schools
Females	3.34	3.23	4.13	4.35
Males	3.68	3.57	4.03	4.21



$\chi^2 = , df=4, p < 102.41$

Fig.5. Distinction of Physical Education teachers on the basis of their immediacy in self- and peer- assessment.

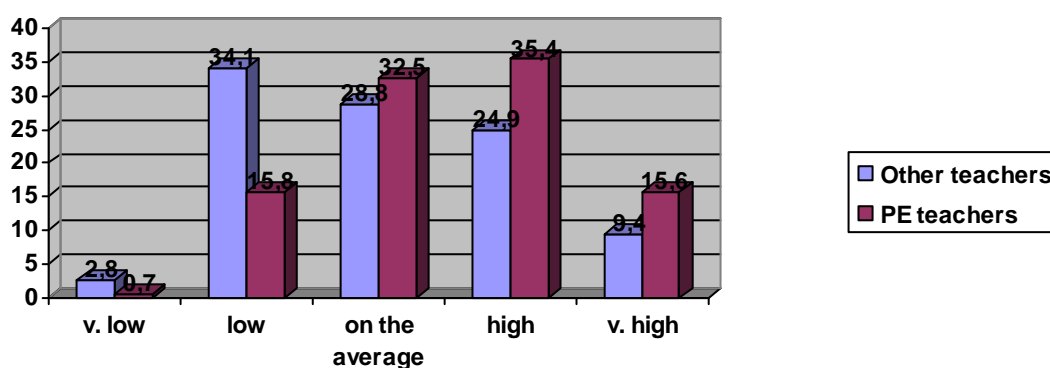
Tab.5. Distinction of Physical Education teachers on the basis of their immediacy – in terms of the fraction of the surveyed teachers.

Gender	Peer-assessment		Self-assessment	
	Primary schools	Secondary schools	Primary schools	Secondary schools
Females	3.01	3.17	3.65	4.11
Males	3.45	3.22	3.96	3.95

According to teachers of other subjects, this personality attribute of PE teachers is estimated a bit higher (VS=3.21) than the average. However, in self-presentation of PE teachers this attribute is assessed remarkably higher (VS=3.92), and very close to be ranged as “high” attribute. The difference is 0.71 scale point. The lowest notes were received from female teachers of other subjects from primary schools (VS=3.01) and the highest notes were from PE female teachers from secondary schools (VS=4.11).

Another trait, similar to immediacy is straightforwardness, describing an upright, honest person going straight to the goal. When

PE teachers talk about their personality traits this attribute is often exposed and treated as a reason to be proud of, however, not everybody approves such behaviour. The study shows that the external opinion on the level of this personality trait among PE teachers is similar to the one from self-assessment, thus the average of the scale index of the “observers” is VS=3.33 and PEs is VS=3.43. Thus it is more impartial. The results are shifted to lower values. The difference between average values is very small and amounts to 0.10. However, the distribution of opinions is strongly differentiated ($\chi^2 = 96.00$, $df=4$, $p<0.001$).



$\chi^2=45.96$, $df=4$, $p<0.001$

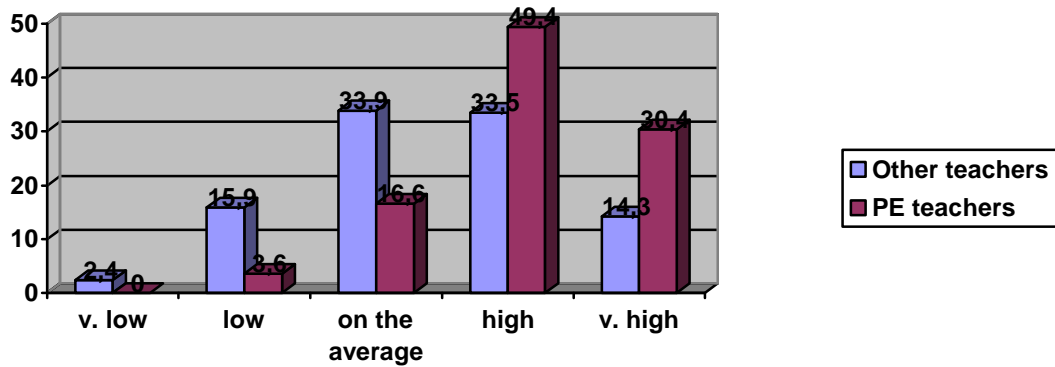
Fig.6. Distinction of Physical Education teachers on the basis of their straightforwardness in self- and peer-assessments.

Tab.6. Distinction of Physical Education teachers on the basis of their straightforwardness – in terms of fraction of the surveyed teachers.

Gender	Peer-assessment		Self-assessment	
	Primary schools	Secondary schools	Primary schools	Secondary schools
Females	3.33	3.27	3.48	3.52
Males	3.30	3.45	3.36	3.36

Being an open, immediate, and honest person requires a certain dose of caution, prudence to not to commit faux pas in too sensitive and nervous teaching environment, or not to offend anybody, and in consequence, not to fall into disgrace. Caution corresponds to courage, resolute attitude towards things and people. Sometimes it takes the form of

fearlessness and bravery, but without proper caution it could become madness. In school environment extreme situations occur seldom, they are rather dominated by practice and set in a specific context to become cautious behaviours. However, in some situations, e.g., extreme situations and during physical exercises, the courage is needed.



$$\chi^2 = 96,27,00, df=4, p < 0.001$$

Fig.7. Distinction of Physical Education teachers on the basis of their courage in self- and peer-assessment.

Tab.7. Distinction of Physical Education teachers on the basis of their courage – in terms of the fraction of the surveyed teachers.

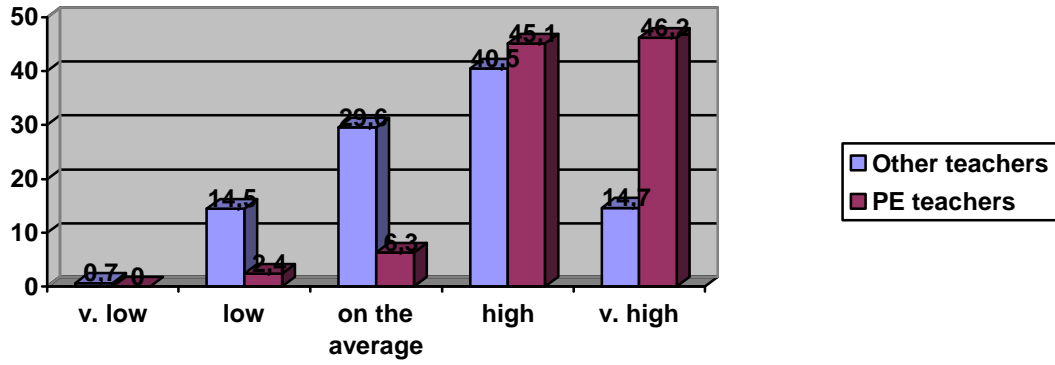
Gender	Peer-assessment		Self-assessment	
	Primary schools	Secondary schools	Primary schools	Secondary schools
Females	3.16	2.90	3.65	4.05
Males	3.40	3.20	3.73	4.06

The courage of PE teachers was assessed by peers as slightly above the average (VS=3.29), whereas, the self-assessment was close to the high value (VS=3.88). The diversity of opinion distribution is very high (Fig. 7); 80% of PE teachers assessed their courage as high or very high, while peers assessed this attribute much lower, in 48% of cases. Teachers from secondary schools assess themselves as more courageous (VS=4.06), than their primary school counterparts (VS=3.69).

Another characteristics associated with the work specificity of PE teachers are activity dynamics and organisational efficiency. High efficiency in management of an athlete team, as

well as time and space management skills are essential to deal with physical education classes effectively. For activity implementation are also needed: high operability and ability to perform multiple tasks at the same time, as well as the ability to shift quickly from one task to another. Such organisational and methodical mobility can be transferred to other areas of PE teacher activities.

This attribute of their profession identity is self-assessed high (VS=4.35). Much lower, about 0.81 of scale point, it is assessed by peers (VS=3.54). In their opinion, this trait is seen a little higher than average, and thus, it is not any special distinguishing characteristic.



$\chi^2 = 164.2, df=4, p < 0.001$

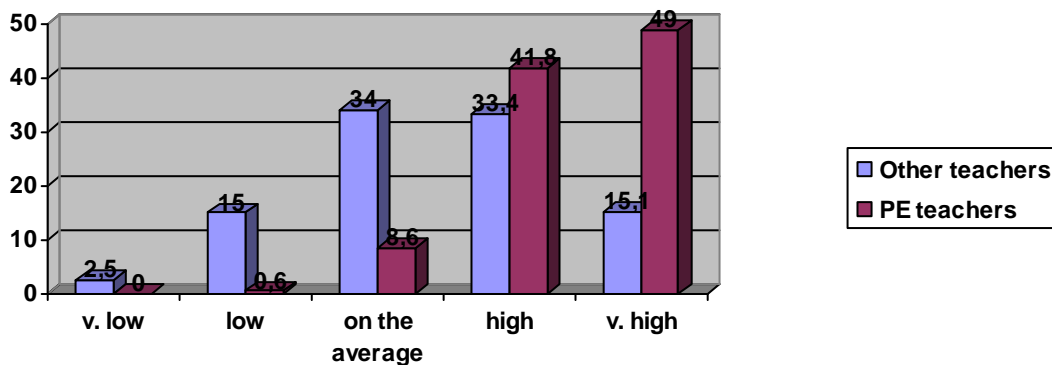
Fig.8. Distinction of Physical Education teachers on the basis of their dynamics activity in self- and peer-assessment

Tab.8. Distinction of Physical Education teachers on the basis of their dynamics activity – division of questioned teachers into fractions.

Gender	Peer-assessment		Self-assessment	
	Primary schools	Secondary schools	Primary schools	Secondary schools
Females	3.43	3.36	4.30	4.50
Males	3.59	3.79	4.36	4.26

It is difficult to say, whether this very strong, from a statistical point of view, discrepancy ($p < 0.001$) results from the temperance of "observers", or is due to the lack of observation of their peers' work, or results from extortionate

self-assessment of PE teachers. The difference between opinions of respondents increases to 1.04 point on the scale in assessment of PE teachers' organisational efficiency.



$\chi^2 = 193.73, df=4, p < 0.001$

Fig.9. Distinction of Physical Education teachers on the basis of their organisational abilities in self- and peer-assessment.

Tab.9. Distinction of Physical Education teachers on the basis of their organisational abilities – in terms of the fraction of the surveyed teachers.

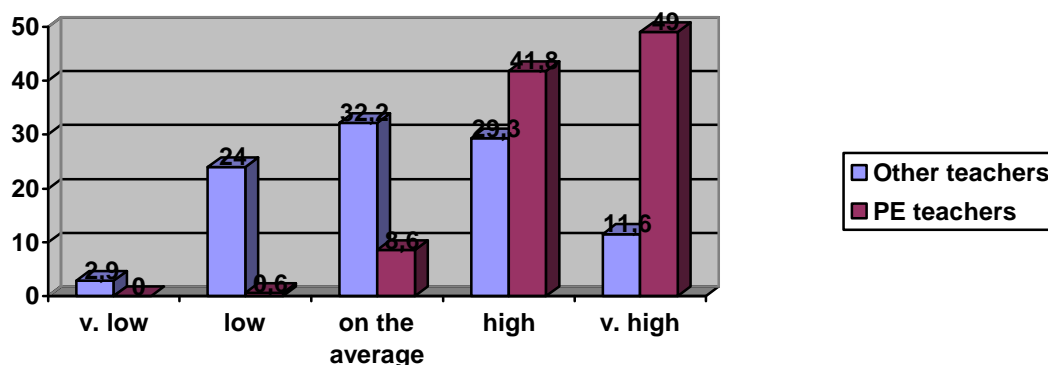
Gender	Peer-assessment		Self-assessment	
	Primary schools	Secondary schools	Primary schools	Secondary schools
Females	3.33	3.27	4.39	4.53
Males	3.30	3.45	4.27	4.30

It can be presumed that perhaps the sphere of organisational work activity of PE teachers is not well known by teachers of other subjects.

Subsequent attribute of the professional identity, connected with the quality of activity, is the level of the involvement in the work at school. During various PE teachers' meetings there are shared opinions about their remarkable involvement in the work within the range of physical education at school, thus apart from regular classes, they also conduct extracurricular and sports activities. They often go to sport events, rallies or camps. They organise summer and winter camps, and are responsible for

maintenance of sports facilities and equipment at school. In addition, like other teachers, they are class masters and perform various ad hoc tasks ordered by school management.

The research shows that according to 82% of the PE teachers, their involvement in school work is high and very high. Whereas, according to peers, the number is lowered about half (41%), and quarter of them perceived the PE teachers' involvement in school work as low (Fig. 10). In this case, the variable of the scale index is 0.77 point. The statistical significance of differences in the distribution of the surveyed results is very high ($p < 0.001$).



$$\chi^2 = 103.43, df=4, p < 0.001$$

Fig.10. Distinction of Physical Education teachers on the basis of their involvement in the work in self- and peer-assessment.

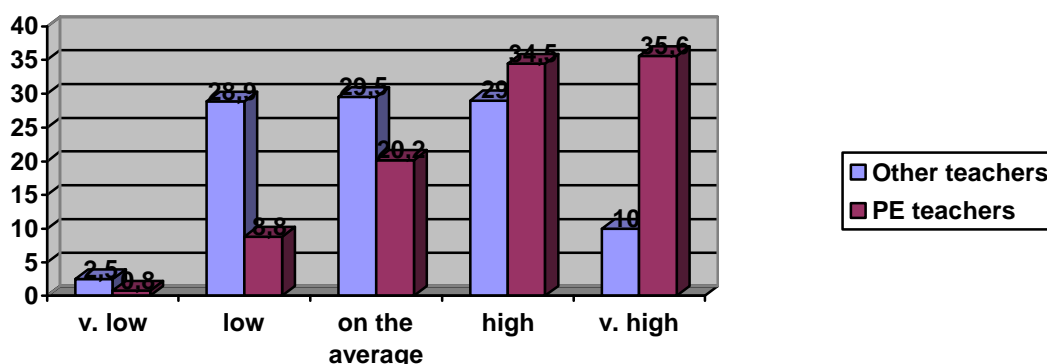
Tab.10. Distinction of Physical Education teachers on the basis of their involvement in the work – in terms of the fraction of the surveyed teachers.

Gender	Peer-assessment		Self-assessment	
	Primary schools	Secondary schools	Primary schools	Secondary schools
Females	3.19	3.11	3.97	3.97
Males	3.42	3.23	4.08	3.98

On this basis, it can be assumed that the sphere and specificity of the PE teachers work is not well known by their colleagues – teachers of other subjects.

Another very important professional trait of a PE teacher is a way to communicate with other people, especially the ability to start a conversation easily and share information with other people. These competences depend on many factors, but especially on personal capacities, such as the mentioned earlier: openness, immediacy, straightforwardness, cheerful personality and temper type. Apart from these elements, an important role is played by the willingness to communicate with other people. Contacts can be established verbally or

by body language. The way in which the PE teacher communicates is characterised by specificity of the subject. During classes, the given messages should be clear, simple, given at the right time and in the right pace. They should be understood by all participants at the same time. The nonverbal message in the form of established signs is very helpful for the performance of these tasks. With regard to the multiplicity of events during physical education classes, the language used by the teacher should be essential. Often it takes the form of commands. The specificity of communicating with pupils during classes influences the way the PE teachers communicate with other people in other situations.



$$\chi^2 = 120.91, \text{ do}=4, p < 0.001$$

Fig.11. Distinction of physical education teachers on the basis of their way of communication in self- and peer-assessment.

Tab.11. Distinction of physical education teachers on the basis of their way of communication – in terms of the fraction of the surveyed teachers.

Gender	Peer-assessment		Self-assessment	
	Primary schools	Secondary schools	Primary schools	Secondary schools
Females	3.12	2.88	3.67	4.17
Males	3.42	3.25	3.84	3.80

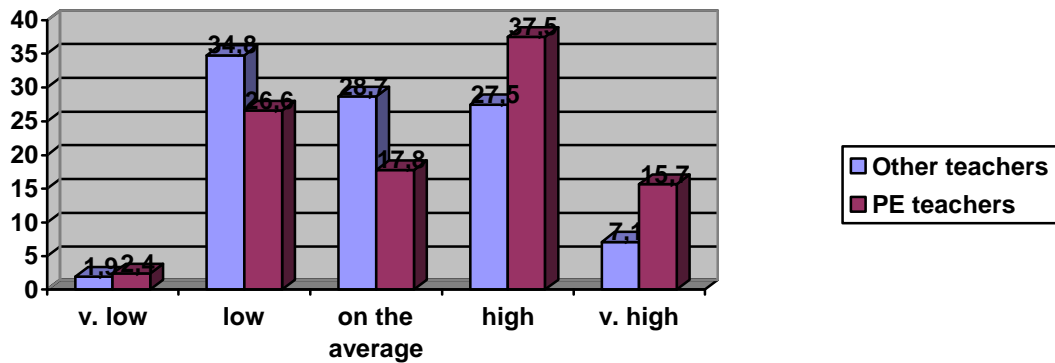
As with the previous attributes, the teachers - “observers” assessed the PE teachers’ ability to communicate with others, slightly above the average (VS=3.16), which is 0.71 point lower than the PE teachers. The remarkable discrepancy (1.29 point) is visible between

female teachers of other subjects from secondary schools (VS=2.88) and PE female teachers from the same type of schools (4.17). It should be informed here that such low score was influenced by low assessments among female

teachers of mathematics and natural sciences (VS=2.70).

It is hard to find the reason of such diversity. Perhaps it is influenced by the way of speaking, including: vocabulary, grammar and stylistic correctness of the utterance, along with the intonation, and sensibility of messages. It is

also essential to emphasize the specific character of the teaching environment, responsive to the linguistic correctness and the way of speaking. The distribution of results concerning the way of speaking of PE teachers is placed on the lower lever (Fig. 12).



$$\chi^2 = 36.7, df=4, p < 0.001$$

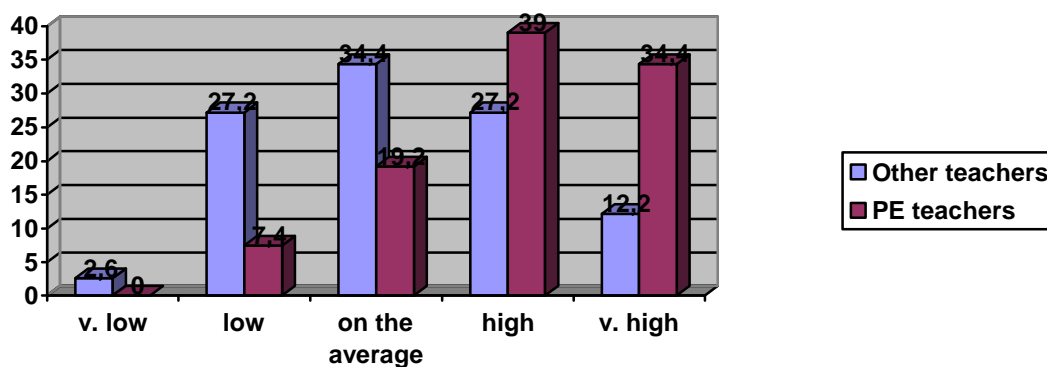
Fig.12. Distinction of physical education teachers on the basis of their speaking manner in self- and peer-assessment.

Tab.12. Distinction of physical education teachers on the basis of their speaking manner – in terms of the fraction of the surveyed teachers.

Gender	Peer-assessment		Self-assessment	
	Primary schools	Secondary schools	Primary schools	Secondary schools
Females	2.95	2.76	3.25	3.50
Males	3.27	2.90	3.30	3.36

The average value of the scale for teachers of other subjects was VS=2.97, being almost average, and the index for PE teachers was slightly higher, amounting to VS=3.35. For this attribute it is difficult to find any special reasons for the discrepancy of assessments, as the perception of the way other people speak is an individual matter and depends on various

personal factors. The difference of 0.38 point can be seen as the influence of the self-presentational factor. Based on the collected material, the PE teachers' personality traits cannot be described as distinguishing factors in teaching environment, neither as positive or negative.



$\chi^2 = 151.74, df=4, p < 0.001$

Fig.13. Distinction of physical education teachers on the basis of their self-help in the face of life in self- and peer-assessment.

Tab.13. Distinction of physical education teachers on the basis of their self-help in the face of life – in terms of the fraction of the surveyed teachers.

Gender	Peer-assessment		Self-assessment	
	Primary schools	Secondary schools	Primary schools	Secondary schools
Females	3.14	2.95	3.90	4.14
Males	3.38	3.14	4.09	3.91

The last question concerning the distinctive personality attributes of PE teachers was concentrated on their resourcefulness of life, as the ability to deal with problems in various life situations, finding the correct way in difficult situations, forethought, or the so-called “enterprise tendency”. The strength of this variable is rather high in the opinion of PE teachers and amounts to VS=4.01, which means that it is placed in “high” categories. As in the case of previous identity attributes of physical education teachers, the peers’ assessment is remarkably lower, and amounts to VS=3.15. The highest marks were given by the female PE teachers from secondary schools (VS=4.14) and by their male colleagues – male PE teachers from primary schools (VS=4.09). The lowest marks were given by female teachers of other subjects from secondary schools (VS=2.95).

Discussion and Conclusion

The aim of the study was to verify the opinions of PE teachers concerning the certainty that they can be distinguished among teachers of other subjects by their peculiar identity attributes. The results show (Table 14.) that, according to the PE teachers, the strongest values are their organisational ability and activity dynamics, and they are distinguished by their cheerful personality, clothes style, lifestyle, commitment to work, and resourcefulness in life. They perceived the level of these values as high. Such traits as immediacy, courage, communicativeness and self-presence are assessed slightly lower in their opinions. Even worse notes, but still above the average was given to the way they speak and their straightforwardness.

Table 14. Hierarchy of attributes that distinguish PE teachers in the teaching environment by values of the scale of self- and peer-assessment.

Attribute	PE teachers		Other teachers		Difference
	Position	VS	Position	VS	
Organisational ability	1 st	4.37	4 th	3.33	1.04
Dynamics activity	2 nd	4.35	2 nd	3.54	0.81
Cheerful personality	3 rd	4.17	3 rd	3.47	0.70
Clothes style	4 th	4.11	1 st	3.64	0.47
Lifestyle	5 th	4.06	6 th	3.23	0.83
Resourcefulness in life	6 th	4.01	10 th	3.15	0.86
Commitment to work	7 th	4.00	4 th	3.23	0.78
Immediacy	8 th	3.92	8 th	3.21	0.71
Courage	9 th	3.87	6 th	3.29	0.58
Way of communication	9 th	3.87	9 th	3.16	0.71
Presence	11 th	3.84	11 th	3.10	0.74
Way of speaking	12 th	3.55	13 th	2.97	0.42
Straightforwardness	13 th	3.49	12 th	3.05	0.44
Average value	3.97		3.26		0.71

Meanwhile, teachers of other subjects assess these traits much lower, by nearly one point of the scale (0.71). In their opinion, PE teachers can be distinguished mostly by their clothing style, as well as by their dynamics in actions associated with cheerful personality, lifestyle, commitment to work, and courage. Interpersonal communication and presence are also perceived slightly above the average. The lowest notes were given to the way the PE teachers' speak. The largest discrepancy between perceptions of the presented attributes

is visible in assessment of the organisational abilities of PE teachers and amounts to 1.04 of the scale point. In terms of statistics, all distributions of results are strongly differentiated and go even above the level of significance of $p < 0.001$. That means that either physical education teachers have a very high opinion on their values, or teachers of other subjects understate their assessments. Undoubtedly, the self-perception factor and related to it self-promotion and depreciation mechanisms play certain role in this case.

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