SELF-EVALUATION AND EVALUATION OF THE PROFESSIONAL COMPETENCE OF PRE-SERVICE PHYSICAL EDUCATION TEACHERS

Šarkauskienė A., Tutlienė A.
Klaipėda University, Klaipėda, Lithuania

Abstract
The article examines the problem of gained and developed level of teacher's professional competence during the studies of pre-service physical education teachers. The aim of the research was to estimate the level of teachers’ professional competence of pre-service physical education teachers. The survey sample included 62 exploratory respondents: 36 students of 4th course of Physical Education and Sport Pedagogy study programme and 26 mentors. The questionnaire survey method was applied for the research. Using the method of statistical analysis, the descriptive statistics has been done. The criteria of Mann Whitney U was used for comparing two independent samples. The accomplished empirical research information reveals that the most part of the pre-service physical education teachers has a high level of acquired teachers professional competence.

KEYWORDS: pre-service teachers, competence, self-evaluation, the evaluation.

Introduction

The quick development of economics and technologies in the world, Europe and Lithuania, the processes of globalization, the increasing link with labour market and practical life throw down the new challenges for Lithuanian education, that determines following alterations already for the second decade (Briedis, 2008, The Bologna Declaration, 1999, Bologna Process Implementation Report, 2012).

The main focus of the Tuning project (2008) is that the aim of the studies programs is to develop competencies, which are described as dynamic combination of knowledge, understanding, abilities and skills. The organizers of the Tuning project persuade that the development of competencies in the study programs may have a big influence on creating important space on the level of Europe universities for common contemplations and for the work in the name of new education paradigm, the demand of quality, the amendment of employment opportunities, the upbringing of public spirit and the establishment of Europe higher education expanse.

The Regulation of Teachers’ Training (2012) also stresses the education of competencies of the pre-service teachers. It is designated in the Regulation, that educational studies has to secure that the graduates have saved enough special knowledge and abilities, have acquired suitable attitude towards values, understand the methodology of educational subject and are able to apply it, understand the pedagogical phenomena and educational activity, recognize peculiarities of corresponding age children and pupils' psychophysical maturity and special demands, identify the difficulties of pupils’ socialization, development and learning and help to solve them, are able to provide psychological and pedagogical help, achieve the other proper level competencies, stated in the law regulating the professional activity of pedagogues.

E. Latkovska, L. Rutka (2010) emphasize that only during the practical activity emerges whether the young teacher knows enough, whether he or she can proceed. The pedagogical practice is the educational space where the pedagogical competencies and their quality display. The competencies of pre-service teachers during the practice are examined by foreign and Lithuanian scientists. The researchers of Poland and Kosovo (Bronikowski et al., 2013) analysed and compared how students of Physical education appreciate their competencies of pedagogical work (organization, didactical and pedagogical). The progressive analysis of self-evaluation revealed that students of Poznan estimate themselves more critically. E. D. de Klerk, J. M. Palmer, M. M. van Wyk (2012) explored the emotions, management of class, motivation and transformation of the pre-service teachers, accenting the latter factor as significant in the context of contemporary education. I. Lace (2010) highlights that it is important to determine not only the level of students competencies but also students self-evaluation for successful professional career. The scientist states that self-investigation, the discovery of the way of life and perfection program during the juvenescence period are the main assumptions for the further successful personal professional career.

The expression of students competencies on their pedagogical practice is being explored by the scientists of Lithuanian Education University M. Barkauskaite, P. Pečiuliauskienė (2009), N. Cibulskaitė (2012), J. Lipeikienė (2008). However the scientists of Klaipeda University where the pedagogues are
also prepared have not published any results of such researches. So there is a lack of scientifically reasoned information about the internalization of knowledge, abilities and attitude and the practical implementation of the students fulfilling the pedagogical practice. That is what determined the problem - what is the level of the professional competence of pre-service physical education teachers?

The object of the research – the level of professional competence of pre-service physical education teachers.

The aim of the research was to estimate the level of professional competence of pre-service physical education teachers.

Research objectives:
1. To examine the self-evaluation of professional competence of pre-service physical education teachers.
2. To determine how the mentors evaluate the professional competence of pre-service physical education teachers.
3. To compare the indicators of self-evaluation and evaluation of professional competence of pre-service physical education teachers.

Material and methods

The organization of the research. The research was performed in April 2012 and 2013 in 22 Western Lithuanian general education schools, where the 4’th course students of Klaipeda University Physical Education and Sport Pedagogy (PESP) accomplished the pedagogical practice.

The survey sample composed 62 exploratory respondents: in 2012 - 19 students of 4’th course of PESP and 12 mentors – the experienced schoolmasters, who managed students during the practice; in 2013 – 17 students of 4’th course and 14 mentors.

The respondents were sorted by the criteria: 1) the person is a 4’th course student of PESP study program (questionnaire for students); 2) the person is experienced and practitioner pedagogue trained by the right of Ministry of Education and Science and he or she manages the pedagogical practice for students in the educational institutions (questionnaire for mentors); 3) the respondents accept participate in the research.

The non-probabilistic – purposive selection was chosen for the research. The non-probabilistic – purposive group forming selection means when individuals coinciding the theoretical population are being involved into the forming group (Kardelis, 2005).

The methods of the research. The questionnaire survey method was used for seeking to analyze the evaluation and self-evaluation of teachers’ professional competencies of 4’th course PESP students. Pedagogical and special competences of pre-service physical education teachers were researched. The questionnaires were prepared according to publications “The Valuation of Special Competencies of General and Secondary School Teachers. The Complex of Methods of Self-evaluation for Student” (2007), “The Valuation of Pedagogical Competencies of General and Secondary School Teachers. The Complex of Methods of Self-evaluation for Student” (2007). The students had to evaluate their own special and professional competencies.

The questionnaires for mentors, who values the special and pedagogical competencies of students, were arranged by “The Valuation of Special Competencies of General and Secondary school teachers. The Complex of Methods of Evaluation for Mentor” (2007), “The Valuation of Pedagogical Competencies of General and Secondary School Teachers. The Complex of Methods of Evaluation for Mentor” (2007).

The content of the questionnaires constituted questions, by which it is pursued to determine the level of special and pedagogical, which connect the activity of integration into educational institution; practical professional; the analytical exploratory activity and time planning, defeating crises, competencies. The questions of the survey were formulated by grade rate information grouping. The respondents had to evaluate every proposition in the questionnaire by the Likert scale of five points. Using the mathematical statistics and seeking for less distribution of information, the scale of five grades was transformed into three, where the propositions were connected in this order:

- “very good” and “good” into “good” (high level);
- “average” into “average” (average level);
- “low” and “bad” into “bad” (low level).
The descriptive statistics was used for the analysis of results. The criteria of Mann Whitney U was used for comparing two independent samples. The data processed with statistical data processing program SPSS (Statistical Package for the Social Sciences), package version 20.0.

Results

**Special competencies.** Special competencies – it is teacher’s knowledge, abilities, attitudes, values and other personal characteristics, that determines successful activity in the particular range of education (Description of Teacher’s Professional Competence, 2007).

The results of the research revealed that the level of special competencies of PESP 4’th course students is high. The great part (71.1 – 81.6 %) of the students evaluated their own abilities (six of seven) as good and very good. During the pedagogical practice respondents best succeed analysing lessons leaded by other teachers, valuing those lessons and getting experience in planning practical objective education by invoking this analysis: this ability is high level for 84.2% of the students. The exploratory students less evaluated their ability to assess the prepared plans of activity, to notice and correct mistakes and weaknesses, to ascertain the sequences of badly planned education: a bit more than a half (57.9%) students pointed that they can perform that well, 39.5% - average and 2.6% - badly (Figure 1).

All of the teachers (100%) denoted that students are able to plan the special education that corresponds to pupils demands in the activity of non-formal physical education. The other special competencies of students were mostly evaluated by pedagogues as good and very good (79.2% – 87.5%). The ability of managing the class was evaluated average of quarter of the students (25.0%).

<table>
<thead>
<tr>
<th></th>
<th>mentors students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The ability to model the content of object education considering the educational aims, goals, the age of pupils, experience.</td>
</tr>
<tr>
<td>2</td>
<td>The ability to analyse the lessons leaded by other teachers, evaluate them and getting experience in planning practical objective education by invoking this analysis.</td>
</tr>
<tr>
<td>3</td>
<td>The ability to assess critically the prepared plans of activity, to notice and correct mistakes and weaknesses, to ascertain the sequences of badly planned education.</td>
</tr>
<tr>
<td>4</td>
<td>The ability to plan non-formal physical education corresponding to pupils demands.</td>
</tr>
<tr>
<td>5</td>
<td>The ability to manage the class.</td>
</tr>
<tr>
<td>6</td>
<td>The ability to individualize activity planning, to choose the content of education, considering individual demands of pupils.</td>
</tr>
<tr>
<td>7</td>
<td>The ability to combine individual and group activity during the class.</td>
</tr>
</tbody>
</table>

**Figure 1.** The evaluation and self- evaluation of PESP 4’th course students special competencies.
Comparing the self-evaluation and evaluation indicators of teachers professional competencies of PESP study program 4’th course students’, it is ascertained that pedagogues statistically significantly better than the students evaluate trainees’ ability to plan non-formal physical education that corresponds to pupils’ demands (U=322, Z=-2.665, p=0.008). The mentors worse than the students evaluate trainees’ ability to individualize activity planning, to choose the content of education, considering individual demands of pupils, however the differences were not statistically significant, U=385.5, Z=-1.072, p=0.285.

**Pedagogical competencies.** Pedagogical competencies – it is teacher’s knowledge, skills, abilities, attitudes towards values, opinions and other personal characteristics, required for successful common education activity, not specified it by the centres/ ranges of education content (Description of Teacher’s Professional Competence, 2007). The group of pedagogical competencies was composed of integration into the activity of educational institution; practical professional; analytical exploratory activity; time planning; overcoming crises; problem solving competencies.

*The competencies of integration into the activity of educational institution.* Most of the students (89.5%) think they are able to contract personal contact and to maintain the emotional links with their pupils and to work in a couple, group, team. Slightly less (71.1%) students stated they are able to find, to gather and to structure the information about the culture, the trim, the activity complexion and the peculiarities of the class and educational institution.

![Figure 2](image.png)

<table>
<thead>
<tr>
<th></th>
<th>The ability to find, to gather and to structure the information about the culture, the trim, the activity complexion and the peculiarities of the class and educational institution.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The ability to contract personal contact and to maintain the emotional links with their pupils.</td>
</tr>
<tr>
<td>3</td>
<td>The ability to work in a couple, group, team.</td>
</tr>
</tbody>
</table>

**Figure 2.** The evaluation and self-evaluation of integration into the activity of educational institution competencies of PESP 4’th course students.

The mentors consider that the competence of integration into the educational institution activity is high level for most part (91.7 – 100%) of the students.
The results of practical pedagogical competencies self-evaluation and evaluation of PESP study program 4'th course students’ listed in the 3’th figure. For most part of the students this range competencies are high level. Thus is considered by 81.8 – 92.1% of the students and 83.3 – 100% of the mentors. The teachers stressed that all of the students (100%) are able to observe, to analyse, to reflect the educational activity of the study practice mentors and other experienced teachers and to use practically gained experience. The results of this ability differed statistically significantly, $U=356.5$, $Z=-2.170$, $p=0.030$.

**Figure 3.** The evaluation and self-evaluation of practical pedagogical competencies of PESP 4’th course students.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The ability to observe, to analyse, to reflect the educational activity of the study practice mentors and other experienced teachers and to use practically gained experience.</td>
</tr>
<tr>
<td>2</td>
<td>The ability to assist for teacher creating the environment of education and educating the pupils.</td>
</tr>
<tr>
<td>3</td>
<td>The ability to absorb the education planning experience from proficient pedagogues and using it to improve one’s practical skills of education planning.</td>
</tr>
<tr>
<td>4</td>
<td>The ability to recognise pupil, corresponding to his demands, individualize education.</td>
</tr>
</tbody>
</table>

**The competencies of analytical - exploratory activity.** The provision that teacher in his educational practice has to develop the exploratory activity and to become a teacher- explorer is accented by educationists in the USA, Great Britain, Canada, Australia, Lithuania and other countries for last two decades. In their assumption teacher- explorer – is a practician contemplating his activity constantly, organizing the researches of pedagogical activity, invoking various methods of research. Exploratory activity is defined as a base of teacher’s professional, influencing the merger of educational processes, daily practical activity with teaching and learning (Pečuliauskienė, 2008).

Analysing the self-evaluation results of these competencies it is ascertained that not a few (21.1 – 36.8%) of the trainees think the competencies of their analytical- exploratory activity are average level. Some of the respondents (2.0%) pointed they are not able to justify the results of practical researches theoretically (Figure 4).
Figure 4. The evaluation and self-evaluation of analytical-exploratory activity competencies of PESP 4'th course students.

1. The ability to analyse the quality of educational process organization, to envisage advantages and need-to-be-solved problems.
2. The ability to recognise the strong and need-to-be-improved ranges of their competencies.
3. The ability to recognise and to name the factors determining the success of education.
4. The ability to justify the results of practical researches theoretically.

The mentors appreciate the competencies of students’ analytical-exploratory activity better. The teachers think that 95.8% of students are able to recognise and to name the factors determining the success of education; 83.3% – to analyse the quality of educational process organization, to envisage advantages and need-to-be-solved problems and to recognise the strong and need-to-be-improved ranges of their competencies; 79.2% – to justify the results of practical researches theoretically.

Statistically significantly differed the students’ and teachers’ evaluation of ability to recognise and to name the factors determining the success of education, U=318, Z=-2.496, p=0.013.

The competencies of time planning, overcoming crises. The teacher has to dig not only the physical culture as a device of physical activity but also the children psychology, how to engage, to involve them, to maintain a good emotional climate in the class during the lesson. The teacher has to be able to identify pupils’ emotional difficulties and extreme worry empathically (Description of Teacher’s Professional Competence, 2007).

The results of these competencies self-evaluation and evaluation are given on the 5'th figure. The students point they are able to maintain and to combine study practice and personal time (78.9%) and also to notice the reasons of time lack and to solve them (81.6%). Most part of the trainees are able to create and to maintain the good emotional feelings for themselves and their pupils (89.5%), though only two thirds (65.8%) are able to overcome the tension, thrill, fear to fail.

The evaluations of all competencies were better from the mentors. The pedagogues think that the most of the students (87.5%) are able to overcome the tension, thrill and fear to fail, however these evaluations did not differ statistically significantly, U=102.5, Z=−0.801, p=0.423.
The analysis of students’ gained and developed competencies self-evaluation and evaluation results leads to several generalisations. It was transpired that not only the students but also their mentors, who estimated the trainees’ competencies by the lasting observation, evaluated the knowledge and abilities of pre-service teachers of physical education very well. The research established that pedagogical competencies of PESP 4’th course students are better developed than special. The trainees succeed best in working in a couple, group, team; in contracting personal contacts and in maintaining emotional links with pupils; in assisting for teacher while creating the educational environment and educating the pupils.

The pursued study results of analogical study programs in other universities and the questionnaires based on them are not identical, however there are quite enough main points of contacts. This makes an opportunity to interpret the gained results. The results of M. Bronikowski et al. (2013) research data highlight that social component is a dominant in the scale of the respondent participated in the research abilities. The students of Kosovo Physical education speciality self-evaluated the competencies with highest points: the collaboration with teachers and other persons solving the problems, which arise in a class and the collaboration with school psychologists. The students from Poland best succeed to assist for physical education teachers during the class and to lead the classes of physical education (Alifanovienė, Vaitkevičienė, 2011). G. Tolutienė, I. Zubrickienė (2011) signify that partnership between the mentor and a trainee when experience, knowledge, skills are shared, helps not only to seek for better learning results, but also to grow up, to improve as a personality.

Some opportunities of pedagogical studies perfection revealed during the research. The pre-service physical education teachers faces the difficulties critically estimating the prepared activity plans, observing and correcting mistakes and weaknesses, explaining the outcomes of badly planned education. A third of students partly are able to analyse the quality of organizing the educational process, envisage advantages and need-to-be-solved problems. Similar problems arise to trainees from the other universities: the students of social pedagogy are minded to think, that competencies of educational environment and creating study program and adopting and individualizing the common programs are not enough acquired (Alifanovienė, Vaitkevičienė, 2011). For the students from Poland Physical education speciality it is complicated to analyse various documents, to diagnose the conditions of physical education in school. The latter ability is faintly acquired between students of Kosovo (Bronikowski et al., 2013).
The psychological difficulties also arise for the trainees: 2/3 respondents indicated that they are able to solve tension, thrill and fear to fail. N. Cibulskienė (2012) who performed the research of pre-service mathematic teachers, revealed that three tenth of students feel worry about their abilities to plan lessons properly even after the pedagogical practice.

The research showed that trainees of PESP study program has the same trends of competencies level as the other study program students, but the deeper analysis of several researches discloses some differences. It is revealed, that students of Kosovo succeed very well in analysing the efficiency of physical education process, they participate in teachers meetings, where they propose questions and says their opinion without difficulties (Bronikowski et al., 2013).

These abilities are lower level of our respondents. Therefore seeking for improved quality of study process, it is purposeful to acquaint comprehensively with the content of other analogical study programs. The comparative analysis of students’ gained competencies and the content of study programs can propose valuable providences for study program perfection for academics and students of study program.

Conclusions

1. The accomplished empirical research information reveals that the most part of the 4th course students of Physical Education and Sport Pedagogy has a high level of acquired professional competence.
2. The mentors estimate the teachers’ professional competence of the students better than the students. The statistical significantly (p<0.05) valuations differed the ability to plan the activity of non-formal physical education; the ability to observe, to analyse, to reflect the study practice manager-mentor and the other experienced teachers educational work and to apply the gained experience practically and also the ability to recognize and to name the factors which determined success.

References

BŪSIMŲJŲ KŪNO KULTŪROS MOKYTOJŲ PROFESIJOS KOMPETENCIJOS ĮSIVERTINIMAS IR VERTINIMAS

Asta Šarkauskienė, Asta Tutšienė

Santrauka

Bolonijos procese dalyvaujančios šalyse sutaria, jog pagrindinis artimiausio dešimtmečio Europos aukštojo mokslo evoliucijos uždavynys yra studijų turinio ir metodų atnaujinimas orientuotą į studentą ir jo mokymosi pasiekimus. Mokslininkai pabrėžia, kad tik praktinėje veikloje paaškėja, ar jaunas mokytojas pakankamai žino, ar gėba veikti. Pedagoginė praktika yra ta dėka, kuriuo atsiskleidžia pedagoginės kompetencijos, jų kokybė. Tai ir lėmė tyrimo problemą – kokio lygio yra būsimųjų kūno kultūros mokytojų profesinio kompetencijos?

Tyrimo tikslas – nustatyti būsimųjų kūno kultūros mokytojų profesijos kompetencijos lygi.


Išanalizavus studentų įgytų ir plėtotų kompetencijų įsivertinimo ir vertinimo rezultatus galima pateikti keletą apibendrinimų. Paaškėjo, kad ne tik patys studentai, bet ir jų mentorai, kurie praktikantų kompetencijas vertino ilgalaikio stebėjimo pagrindu, būsimųjų kūno kultūros mokytojų žinias ir gebėjimas įvertino labai gera. Tyrimu nustatyta, kad KKSP IV kurso studentų geriau įsivertytos yra pedagoginės nei specialiosios kompetencijos. Praktikantams geriausiai sekėsi dirbti poroje, grupėje, komandoje (komandoje (89,5 proc. studentų įsivertinimas, 100 proc. mentors įsivertinimas); užmegzti asmeninį kontaktą ir palaikyti emocinius ryšius su ugdytineis (89,5 proc. studentų įsivertinimas, 95,8% mentors įsivertinimas); asistuoti mokytojui kurti ugdymo aplinką bei ugdant mokinius (92,1 proc. studentų įsivertinimas, 95,8% mentors įsivertinimas).

Būsimiesiems kūno kultūros mokytojams trūksta šių žinių bei gebėjimų: gebėjimas kritiškai vertinti parengtus veiklos planus, pastebėti ir koreguoti klaidas ir trūkumus, išsiaiškinti blogai suplanuoto ugdymo pasekmės (57,9 proc. studentų įsivertinimas, 79,2 proc. mentors įsivertinimas); gebėjimas analizuoti ugdymo proceso organizavimą kokybę, įžvelgti privalomus ir spręstinus problemas (63,2 proc. studentų įsivertinimas, 83,3 proc. mentors įsivertinimas); gebėjimas įveikti įtampą, įaudinimą, baimę suklojyti (65,8 proc. studentų įsivertinimas, 87,5 proc. mentors įsivertinimas).

Atlikto empirinio tyrimo duomenys rodo, kad didžiosios dalies būsimųjų kūno kultūros mokytojų profesijos kompetencijos iš(si)ugdymo lygis yra aukštus.

Mentoriai studentų mokymo profesijos kompetencijos vertina geriau nei patys studentai. Statistiškai reikšmingai (p<0.05) skyrys gebėjimo planuoti mokinių poreikius atitinkant dalykinę ugdymą neformaliojo fizinio ugdymo veikloje; gebėjimo stebėti, analizuoti, reflektuoti studijų praktikos vadovo mentorius bei kitų patyrujų mokytojų ugdomąjų veiką ir praktiškai prataikyti įgytų patirtį bei gebėjimo atpažinti ir įvardyti ugdymo sėkmę lemusius veiksnius vertinimai.