

## **The Personal Attributes and Professional Competencies of Faculty Members in Teaching Physical Education via Online**

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### **ABSTRACT:**

The study seeks to explore how can the readiness of faculty members for teaching physical education courses through online sessions. It examined the required personal attributes, characteristics traits, and professional competences for successful teaching of physical education. The authors have debated some necessities of teachers' functions as an physical coach planner, an assessor, and as a mentor for physical education sessions. A goal-directed sample of 32 physical education professors contributed to the reference panel in 3 rounds in a Delphi study. Content analysis and some descriptive measurements e.g., the median and frequency distribution, have been used to conclude an agreement or consensus among the panelists. A list of 15 personal attributes was authorized by study's professionals. Moreover, the panelists provided insight into the top 28 faculty competencies before, during, and after the online sessions. The findings reflected five main domains of faculty competences in measuring students' successes and shortcomings, digital skills, communication, monitoring and motivating techniques, and physical activity management skills. The study outcomes can be handled to design professional development programs according on performance shortages in different levels e.g., faculty, program, or institution level. Moreover, the suggested faculty competencies could help educational institutions to appraise the noticeable

skills and personal characteristics of faculty in improving the effectiveness of online instruction in physical education courses.

**Keywords:** Teaching Competencies, Online teaching, Personal Attributes, Physical Education Courses.

## **Introduction**

The teaching and learning practices around the world have been interrupted to differing degrees due to last pandemic of Covid-19. As a results of the challenges and obstacles which the educational system had been faced, new approaches towards online teaching strategies are developing, being verified. Some teachers started preparing the courses materials by converting and sharing the syllabus by electronic tools, without adapting certain standards. The recent literature contains many studies on assessing the quality of teaching practices by assuming some criteria of designing courses, teaching activities, material, resources, and evaluating tools. Some of studies reviewed that concentrated specifically on professional development through online teaching (khtere & fahmy, 2021).

A previous study addressed the significant impact of high-quality professional development and evaluating activity for online to educational organizations, it have to be added by sensitive feedback that shows to a proposed set of training activities to help professors to develop their practices (Frankel, 2015). The conclusions of another study addressed three primary approaches to teaching online influencing faculty performance, namely content achievement, cooperative skills of learning, and knowledge construction, which are related

to personal indicators e.g., their age, academic experience, and the dedication of online teaching (Badia et al., 2017).

During the normal conditions, many studies explored the factors of professional physical education teachers. Hartherm (1996) considered the efficiency of teaching between physical education teachers. The results presented that the influences related to teachers such as personal competence and the quality of preparation programs. At the level of the attitudes of teaching physical education, four major components reflect attitudes e.g., affective: reactions or feelings, cognitive: belief or opinions held, conative: disposition for action, and evaluative: positive or negative response to motivations (Al-Oun & Qutaishat, 2015).

Physical education teaching may well hurt the most in the shift from traditional settings and virtual ones. It could be supposed that few other fields of education contain such a deep contradiction, because physical education teaching and learning are deep-rooted in physical movement and movement exploration, focal elements that are particularly difficult to replicate digitally (Lu et al., 2020). Sato et al. (2017) investigated physical education teachers' experiences during online courses by using a case study approach, reports, and face-to-face interviews. The study presented three interrelated themes was indicated from the participants' narratives namely, instructor communication, bulletin board discussion experiences, and assessment experiences. The themes reflect advantages and disadvantages regarding communication while enrolled in physical education online courses, and how the student acquired skills and information related to assessment and evaluation.

The current study is an extended investigation of a previous study conducted by the second author (khtere & fahmy, 2021) which analyzed the professionalism of online teaching among faculty members in Arab universities by exploring the knowledge, skills, and competencies of the professors through teaching online. The current analysis addressed faculty members of physical education courses, and how the unique nature of physical education has been reflected on faculty members practices in virtual settings. More precisely, it analyze the faculty readiness in tow aspects namely, the personal attributes which included their traits and personalities, and the professional competencies which included their roles as planners, assessors, and a mentors.

### **The Personal Attributes of Physical Education Teachers**

The roots of analyzing the teacher personality compose arise out by exploring the teachers' behaviors which condense them as effective or ineffective. Shulman (2004) presented the foundation of behavior comprises, interaction, and the significant of assistance as the range of interconnected actions required for good teaching. The findings of many investigations in this trend have reflected that professional teachers are surrounded by human qualities of sympathetic, self-assurance, respect for others, compassion, fair play, gratitude, flexibility, objectivity, interest, kindness, maturity, credibility, honesty, and ability to motivate which allows them to inspire students (Beishuzen et al., 2001; Lauermann & König, 2016; Yu, 2021). The students'

perspectives of the personality types of their professional teachers indicated that the personality and ability traits of faculty must be made aware of the significance of students' reflections on teaching (Ibad, 2018).

An early investigation for physical education teachers indicated that the primary personality characters of confidence, expediency, curious, creativeness, authenticity, self-confidence, and investigating linked significantly to many teacher and student behaviors detected in a characteristic physical education lecture. Instructors who recorded high on these personality characters inclined to show a higher level of knowledge, developed purposes and analysis more effectively, and were more flexible and suitable in their teaching practices (Phillips et al., 1985). Recently, a study (Deng et al., 2020) has been carried out on physical education teachers' personality traits and their relationship with resilience, and creative teaching status. The results show that extraversion, agreeableness, and openness can create an intermediary effect on advanced teaching through different aspects of pliability. Moreover, the key to success in creative teaching is to recognize teachers' personality traits and pay attention to the flexibility of the development of teachers' inspired practices of teaching.

The challenges of online context require some personality types of physical education's professors. they should have the ability to deal with the stresses related with the unprecedented challenges in physical education teaching in online environment. It is crucial to underline self-care, mindfulness, and keeping their positive attitude which may support manage both mental health and productivity for the students. Deepening these challenges that online

teaching may uncover access equity concerns and getting students into to technology e.g., reliable internet, sharing of tech within home. In-home access to physical activity equipment may be difficulties to reliable and significant online physical education teaching courses participation (Lu et al., 2020).

## **The Professional Competencies of in Teaching Physical Education**

The pedagogical factors of teaching physical education are determined by analyzing certain dynamics of professional performance. The pedagogical factors of teaching physical education are determined by analyzing certain dynamics of professional performance. These factors present predictions for the development of high education students of physical education and sports. Some of these factors include indicators e.g., planning of physical activities, the complexity of regulation, the need to show creativity, communication skills with students. The professional competences of designing activities for teaching physical education reflect a diversity of well-designed duties performed in different aspects e.g., sports, physical education, pedagogical, educational, health education, prophylactic and preventive, design-planning, organizational-managerial, operational-technological, evaluation-control, and research (Romar et al., 2018).

At the level of physical education instruction, there are many challenges at the level of observing, operationalize, and how to implement and adapt physical education activities or models (e.g., TGfU, Easy-Play) with planned equipment for targeted curricular expectations/ objectives in online settings.

Moreover, the effective tools to offer the opportunities to explore and practice some exercises techniques e.g., peer-coaching. In the limited space.

They are fostered to reliably and regularly apply technology to show visual supports in order to recognize, discover, understand, and analyze movement skills, sport strategies, and teaching strategies. An earlier study investigated the impact of contextualization, incremental improvement, and mentoring of online convenors. it concluded that in teaching virtually or hybrid types of learning requirements to be rapid, cost-effective, and lead directly to practical achievements (Gregory & Salmon, 2013).

Given the above, higher education institutions need to inspect the practices that online faculty members face during teaching physical education in a virtual setting. Moreover, this will provide for faculty the professional development which can enhance their capabilities to support the application of diverse and appropriate learning theories that match with the nature of physical education courses. Hence, supportive theoretical modification should be a essential basic of professional development practices if more actual use of technology in physical education courses to be achieved.

## **Method**

### **Study Design**

For conventional analysis of content, the study used a Delphi technique with sequence of rounds during Fall 2021 namely, September to December 2021. The consecutive forms that were held by QuestionPro, mixed by structured pointer after each round. The data gathering started with a short outline to the

study involved a short-term explanation of three required levels of personality traits and professional competencies for teaching practices in physical education courses online namely, knowledge, skills, and attributes. Three rounds were planned to answer the following questions:

- What are the personal competencies of the successful physical education professors in online teaching?
- What are the professional competences of teaching practices for online physical education courses?
- What are the expected roles of faculty for online teaching?

Data collected across agreement among experts in a reiterative aspect, the incentive of each round was definite founded on responses of the previous round. The storyboard of three rounds can be summarized as the following:

- Round 1: determining a list of personal traits of faculty members in teaching physical education. Moreover, listing the expected knowledge, skills, and attributes that panelist reflects the essential for professional online physical education teaching. Open-ended questions were given to panelist namely: What are personal competencies of the successful physical education professors in online teaching? What are the knowledge, skills, and attributes that faculty member need to be



proficient for online teaching in physical education courses? This round aimed to collect all conditions of online teaching physical education virtually through different roles after, during, before sessions. A qualitative analysis of responses has been carried out and this agreed for the root for following rounds.

- Round 2: The second round has been planned based on the answers from the first round and pointed at explaining and determining any conflicts in the first survey. The main themes produced in Round 1 were used to find a consensus between participators to recognize the personal traits and professional competences of each major role.
- Round 3: In this stage, the experts were provided an opportunity to reexamine their responses by standing the top 15 items of personal traits of faculty members in physical education courses. In order of the importance of each role, to create a matrix of 28 necessary knowledge, skills, and attributes in physical education teaching practices.

## Participants

A total number of 32 experts in physical education experts were requested to participate in the first round. Table 1 shows the reply rate of each round. There

was no direct communication between experts on the study subject and none of them was aware of the list of participants.

*Table 1.* Properties of the experts participated in rounds.

Response rate & Academic Experience	Respondents (%)
Reply rate	
Round 1	25/32 (78.1%)
Round 2	21/25 (84 %)
Round 3	20/21 (95.2 %)
Academic Experience in PE teaching (N=32)	
≤ 10	44.4%
> 10	55.6%

## Data analysis

The study used data analysis instruments for each round. In the first round, to list the personal traits of effective online physical education teaching, a qualitative content analysis of responses was carried out independently by study authors. Each author considered the responses in order to list the personal traits and the potential knowledge, skills, and attributes matching with the panelists.

The statistical analyses were used in next phase. The median and frequency distribution values, by using the fifth Likert scale, were considered to inspect the level of consonance on items for each role of faculty during online teaching physical education namely as a planner, an assessor, and a mentor.

The final round aimed to order the top 15 personal traits, and 28 professional competencies in physical education courses.

## Findings

The findings of study can be presented by two sections:

- **The personal traits of faculty members in teaching physical education courses:** Through three rounds of study, the experts stated 15 personal traits of professional faculty members in teaching physical education courses in online settings. Table 2 shows the concluded personal trait:

**Table 2:** The personal traits of faculty in teaching physical education virtually

Items	Median	Frequency
<b>Strong Sense of Duty;</b> strong perception of accountability and strive to meet students' expectations.	8.9	94.4%
<b>Altruistic;</b> holding a deep aspiration to be a power for positive development in physical practices.	8.6	90.5%
<b>Strong-Willed;</b> grit to deal with technical problems during teaching sessions.	8.6	90.5%
<b>Challenger;</b> rising up to the challenge of the of hurdles teaching physical education via online.	8.5	90.3%
<b>Mediator;</b> believe in students' unique potential	8.5	90.3%

Items	Median	Frequency
abilities and is motivated to live up to it.		
<b>Creative;</b> investigate details from unconventional angles and aspects.	8.1	87.7%
<b>Empathetic;</b> use communication skills successfully by diverse channels/medium to deal with students' perceptions.	7.9	85.3%
<b>Resourceful;</b> invent a plan for virtual sessions by using various techniques/ electronic tools.	7.9	85.3%
<b>Energetic;</b> enjoying leading students forward as they implement their exercise and physical activities.	7	82.7%
<b>Observant;</b> noticing performance, weaknesses, tangible factors, and progress.	6.4	73.4%
<b>Developer;</b> acquire the talent to use modeling in educational situations.	6.4	73.4%
<b>Executive;</b> valued and present clear advice and guidance during physical exercise.	5.7	65.9%
<b>Generous;</b> share the unique physical exercise with students and uplift their health level.	5.5	64.1%
<b>Analytical;</b> reflect on the physical behavior of students.	5.3	62.4%

• **The professional competencies in teaching physical education via online:**

The agreement among panelist shows main levels of mandatory attributes for physical education instructors. The itemized levels included the required level of interact with the predictable problems in teaching physical education through online settings. Moreover, their capability to practice applicable techniques and skills in motivating, class management, and problem-solving. The table below present the professional competencies in teaching physical education via online:

**Table 3:** The personal traits of faculty in teaching physical education virtually

	<b>Planner</b>	<b>Assessor</b>	<b>Mentor</b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Recognize the benefits and difficulties of electronic applications/ platforms in preparing physical activities.</li> <li>• Identify the suitable applications consistent with the limitations speed of the available internet connection /network.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify effective tools to create a more engaging and motivating environment for students.</li> <li>• Recognize the core outcomes at the level of course and sessions.</li> <li>• Recognize students' shortcomings of applying the available tools in assessment exercises and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the additional course materials available/ desired for students.</li> <li>• Realize the available supporting IT and facilities for students.</li> <li>• Recognize the quick solutions/instructions for technical problems.</li> <li>• Recognize students' health history and their previous achievements.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Applied crosswise physical exercises (e.g., games, alternative outdoor activities).</li> <li>• Use technology to show visual supports.</li> <li>• Formation of online shared mediums.</li> <li>• Develop purposed videos to achieve physical activities aims.</li> </ul>	<ul style="list-style-type: none"> <li>• Expend successful techniques, during classes to determine students' attention during physical activities.</li> <li>• Apply effective tools of physical activities management.</li> <li>• Demonstrate effective tools to motivate his inactive students during the sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Represented dimensional experiences, e.g., carefully and decisively utilizing space, gear, relationships and peers.</li> <li>• Encourage the students to share their obstacles in physical education activities.</li> <li>• Manage effectivity physical team/group activities via online tools.</li> </ul>

	Planner	Assessor	Mentor
Attributes	<ul style="list-style-type: none"><li>• Adapt physical education models and strategies for teachings (e.g., TGfU, Easy-Play)</li><li>• assign knowhow the using of pre-recorded video for exercises in online tools and application.</li><li>• Establish a bank of physical activities by different digital tools.</li></ul>	<ul style="list-style-type: none"><li>• Use different diverse techniques to monitor students' contributions in physical activities during sessions.</li><li>• Demonstrate effective strategies for problem-solving, completion of educational tasks.</li><li>• Use suitable applications for educational goals of physical activities.</li></ul>	<ul style="list-style-type: none"><li>• be watchful of the compressions and stresses related with the unparalleled challenges.</li><li>• Encourage students to share obstacles of using online platforms/ application in physical education activities.</li><li>• Appear a commitment towards his students' needs.</li></ul>

## Conclusion

The study intended to define the capability of faculty members in teaching physical education courses via online context. The extend of obligations, that have been supposed most important by study panelist, shows that online techniques in teaching physical education require a high level of manner, behavior, or approach. The presented list of personal attributes and professional competences reflect the readiness of faculty members for online teaching in physical education. Six main areas of competences have been showed in study findings namely measuring students' achievements in physical activities, the limitations of using online tools, problem-solving and IT skills, observing and motivating practices, communication skills, and physical exercises management skills.

The recommended matrix of professional competences and list of personality traits could be used to assess the professionalism of physical education instructors in online teaching. Additionally, these findings can be themes and roots of professional development programs to support faculty members skills to meet the criteria of physical education teaching online professionally. The suggested list also reflects faculty's attributes through improving noticeable skills and distinguishing less tangible personal features, which can cause more importantly to improving the effectiveness of online teaching in physical education courses

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