

The five major factors of personality for teachers of physical and sports education.

-A field study on some middle schools of Laghouat-

العوامل الخمسة الكبرى للشخصية عند أساتذة التربية البدنية والرياضية

-دراسة ميدانية على بعض متوسطات ولاية الأغواط-

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Abstract:

This study aimed to know the personality trait that most influences teachers of physical and sports education, and the study survey included 59 teachers in the middle school cycle, and the survey was chosen in a random manner as we employed the descriptive approach which was used in data collection to measure the five major factors model of the personality of Costa and McCrae 1992. The results of this approach proved that:

-the teachers of physical and sport characterized by high level of five major factors of personality.

- the conscientiousness is the most influential among teachers of physical and sports education for some middle schools in the state of Laghouat.

Key words: Personal factors, physical and sports education.

المخلص :

هدفت هذه الدراسة إلى معرفة السمة الشخصية الأكثر تأثيرا على أساتذة التربية البدنية والرياضية، وشملت عينة الدراسة 59 أستاذ في مرحلة التعليم المتوسط، وتم اختيار العينة بطريقة العشوائية كما وظفنا المنهج الوصفي، واستخدم في جمع البيانات مقياس العوامل الخمسة الكبرى للشخصية لكوستا وماكري 1992. وقد أثبتت النتائج أن سمة يقظة الضمير هي الأكثر تأثيرا عند أساتذة التربية البدنية والرياضية لبعض متوسطات ولاية الأغواط.

- الكلمات المفتاحية: العوامل الشخصية، التربية البدنية والرياضية.

1. Introduction and the problematic of the study:

Personality is the general, comprehensive, dynamic and integrated framework and every characteristic that distinguishes one person from another. Part of his personality consists of his intelligence, his own capabilities, his culture, his habits, the ways of his thinking, his opinions, his beliefs, his idea about himself and his views. (Aaml, 2000), in addition to that the subject of personality traits is one of the most recent topics in which specialists are doing research, and one of the most recent disciplines that has captured the interest of researchers in the field of psychology, where many have focused on identifying the basic features of personality in various fields (Abd ekader, 2004). because most of us have an intuitive perception of the meaning of personality, it is difficult to define this term scientifically in the field of psychology as it is a multi-faceted term, Mohammed Hassan Allawi personality is the dynamic organization within the individual of the body's physical systems that determine the unique character of a person in behavior and thinking (bin Ahmed.T, 2005), The personal trait is the feature or trait in which a particular person differs from another one in a relatively consistent way which comes from observing the behavior as it has an individual differences in it. (Youssef, 2011)

Most researcher chose to rely on the theory of the five major factors of personality, which is a relatively recent theory and has been tested globally in a large number of educational studies, and this has been proved physically as it has been applied in plenty of studies in western and Arab societies, these studies have proved the existence of the five factors as basic factors of the personality, although its names differ.

Psychologists have come to the five factors after doing several studies in more than one direction, including studies in language dictionaries where they have applied a psycholinguistic study with the aim of isolating the names of attributes, reducing them

and putting them in lists. Through this shorthand, they have reached the five factors, as well as relying on the criteria of assessment, intelligence and observation. In addition to the free self-description, they found that they flow in the direction of the five factors, although the researchers differed in naming some of the factors. These factors were Extraversion, Neuroticism, Conscientiousness, Emotional Stability, Openness to Experience. (Badr Mohamed, 2000)

Based on the foregoing and the theoretical background of the topic in this framework reveals a lack of, and perhaps scarcity of, research and studies that have been conducted in the field of the five major factors of personality among the teachers of physical education. Below is a presentation of the most important previous studies and researches related to the topic.

Where "Nafer Ahmed Abdul Baqi (2015)" conducted a study of the five major factors of the personality and its relationship to job satisfaction among the teachers of UNRWA, Irbid, which aimed to know the relationship between the five major factors of personality and job satisfaction also to know the most common factors of the personality and the level of career satisfaction. The results showed that the most common personality factor is Agreeableness and least common one is Extraversion, as well as the presence of a high level of personal factors except the neurotic feature.

The study of "Manar Samih Al-Qiq (2012)" has come up with personality traits and their relationship to contemplative thinking for high school students in Gaza Governorate. This study aims to reveal the level of contemplation and its relationship to personality traits of high school students in the governorates of the Gaza Strip. The study resulted that the most common characteristic of high school students is the attentive conscience.

What was also reported by " Sezer Ayan & Faruk Kocacik Study" (2010) to study the relationship between job satisfaction and personality traits among high school teachers in Turkey, and the study aimed to know the relationship between job satisfaction and personality traits among high school teachers, and among its most prominent results is an intermediate level of job satisfaction of male and female teachers, and the personal characteristics of secondary school teachers in Turkey, 62% of teachers have a flat personality and 32% are introverted.

Shahnaz Mohammadi, (2008) studied the relationship between the five major factors of personality and job satisfaction among high school teachers in Tehran, which aimed to know the relationship between the five major factors of personality and job satisfaction among high school teachers. The results showed that there are high levels of personal factors except Extraversion which was low.

Due to the personal characteristics of the teachers that make them different with each other in accepting the working conditions and their motivation towards the work. The researcher has noticed through his work and his frequent visits to the middle schools of the states of Laghouat that there is a decline in the level of motivation of some teachers, may be due to some personal characteristics that appear to them during their conversation and communication with each other. This can be directly reflected in their performance and productivity, their relationships with officials, colleagues, and students. Hence, measuring the personal characteristics of teachers plays an essential role in knowing the extent of their ability to adapt in the educational reality, and their ability to face difficult circumstances and overcome them successfully without adversely affecting their performance and outcome. The research problem has emerged to the researcher through the practical observation, where he has monitored many

problems and difficulties. The researcher felt that the following question should be asked:

-What are the personal factors that most affect physical education and sports teachers in middle school cycle?

And through it we ask the following partial questions:

-What is the level of the five major factors of personality among teachers of physical education and sports in middle school cycle?

-What is the most characteristic feature of physical education and sports teachers in middle school cycle?

Through this study, we will try to verify the following hypotheses:

We expect a high level of the five major factors of personality for teachers in physical education and sports in the middle school education.

- We expect that the feature of extraversion is the most influential feature of physical education and sports teachers.

2- Defining Concepts and Terminology:

2.1- Personality:

Personality is language is derived from the verb (personify). And personify something means he appeared after he was missing (seghiri rabeH, haroudi al daradji, nattah kamel, 2015, page 143).

Terminological: He mentions "Szekard" quoted from "Klatt" that personality is defined as the variety of regular behaviors that one person exhibits and distinguishes from others, especially in social relations situations that are constant and individual. For

example, an athlete who shows confidence in and out of the stadium can say that he she is a self-confident person.

Procedural: Researchers define it as a pattern of preparation and orientation that an individual displays in life situations that may be constant or variable.

2.2- Professor of Physical Education:

The professor of physical education and sports is known as that calm, balanced and conservative person, who tends to prudish and takes the appropriate affairs of life; loves the way of life and helps students achieve good educational achievement, is always active and active, and he also helps others build their peaceful and normal personality (hezloun ahmed, rabouh abd Elkader, page 69).

3-The followed Methodological processes:

3.1. Study methodology:

In our research, we relied on the descriptive analytical method.

3.2. Participants

1- Study community:

The study community represents the teachers of physical and sports education at the secondary school in state of Laghouat, (120) teachers.

2- The study sample:

The study sample was chosen in a random sampling method for the study community for physical and sports education teachers, they are (59) teachers in the state of Laghouat.

3.3 Materials:

After reviewing the previous sources on the subject of the study and its variables, the tool was opted in this study, which is:

-The survey description of the five major factors of a personality:

The Costa and McCrae (1992) survey, whose survey was applied to many educational studies, the survey was used in our studies by making adjustments and adapting it according to the variables of our study, which are the personal factors of physical education and sports teachers at the middle school cycle, where It consists in its initial form on five factors, which are: neuroticism, extraversion, Openness to experience, emotional stability and conscientiousness.

3.4. Design and Procedure:

superficial sincerity assessment for the five biggest factors of the personality:

The initial survey was presented to 07 specialists in order to comment on the five major factors of the personality. They were asked to consult the clearance and suitability of the five factors model with the study.

Table No (01): shows the results of the validity of the internal consistency of the five major factors model.

Factors	Correlation coefficient	Prospective value	Signal level
Neuroticism	0.506	0.023	Sig
Extraversion	0.833	0.000	Sig
Openness to Experience	0.529	0.016	Sig
Emotional Stability	0.671	0.001	Sig
Conscientiousness	0.83	0.000	Sig

Through the results of the table showing the sincerity of the internal consistency of the five major factors model of the personality, it was found that all the factors achieved a significant correlation with the overall degree of the model at the level of significance (0.01), which is a high degree.

Table No (02): shows the stability of the model in Alpha Cronbach method

Factors	Neuroticism	Extraversion	Openness to Experience	Emotional Stability	Conscientiousness	The five major factors of personality
Cronbach's alpha	0.860	0.778	0.766	0.799	0.882	0.890

From the obtained results, the alpha-Cronbach's stability factor of the model is characterized by high stability.

Table No (03): It shows the stability of the model by the half-way method.

Factors	First half	Second half	Between two halves of test	Fix with spearman-brown formula	Fix with getman formula
The five major factors of personality	0.767	0.891	0.607	0.756	0.756

Through the results obtained, for the stability of the half-way for the five major factors model of personality, we find from the above that the study tool has a great degree of stability.

2.1. Statistical Analysis:

The researcher resorted to the SPSS program to calculate the following equations:

Mean measurement (SMA) , Standard deviation, and thus to calculate the value obtained from the sample elements in this study.

4. standard deviation Results:

1- Presenting and analyzing the results related to the first hypothesis:

Table No (04): shows the results of the five major factors of personality.

Factors	ferries	mean measurement (SMA)	standard deviation	Level
Neuroticism	01	1.95	1.16	Low
	02	2.34	1.35	
	03	2.34	1.35	
	04	2.33	1.12	
Extraversion	05	3.66	1.0	High
	06	3.96	0.94	
	07	3.92	1.05	
	08	3.90	0.98	
Openness to Experience	09	4.04	1.01	moderate
	10	3.45	1.3	
	11	3.48	1.04	
	12	4.09	1	
Emotional Stability	13	4.25	0.99	High
	14	3.83	1.06	
	15	3.98	0.98	
	16	3.98	1.18	
Conscientiousness	17	4.16	0.85	High
	18	4.21	0.73	
	19	4.12	0.88	
	20	4.21	0.81	
total	20	72.23	20.85	high

Through the results of the statistical analysis shown in Table 04, which represents the results of the five major factors of personality, we note that the level of the five major factors among the study sample of physical education teachers in the middle

school, where the mean measurement (72.23) and the standard deviation (20.85), We conclude from the above that the level of the five major factors of personality is high according to the evaluation of the model of the five major factors of personality.

2- Presenting and analyzing the results of the second hypothesis:

Table No (05): shows the results of the order of the five major factors of personality.

Traits	mean measurement (SMA)	standard deviation	level	Classification
Neuroticism	8.96	4.98	low	05
Extraversion	15.44	4.01	high	03
Openness to Experience	15.09	4.35	moderate	04
Emotional Stability	16.04	4.21	high	02
Conscientiousness	16.7	3.27	high	01

The results show in Table 05 that the mean measurement of the character conscientiousness was (8.96) and the standard deviation was (4.98), and this is what ranks the character of conscientiousness as the most influential factor to the teacher of physical education in the middle school, and comes second the Emotional Stability where the mean measurement reached (16.04) and the standard deviation reached (4.21), and then the third rank was extraversion, with the mean measurement (15.44) and standard deviation of (4.01) and the fourth feature was the openness to experience, where the values of the mean measurement (15.09) and the standard deviation reached (4.35) and finally Neuroticism where its level was low in opposite to the other traits where its level was high with an mean measurement of (8.96) and a

standard deviation of (4.98), we conclude from the above that the conscientiousness is the most influential on the teacher of physical education at the middle school cycle.

5. Discussion :

1- Discussing and interpreting the results of the first hypothesis:

The results of the study on the first hypothesis, which states that: "There is a high level of the five major factors of personality among teachers of physical education and sports in the middle school cycle.", where it came with mean measurement (3.90) and a standard deviation (0.78), and this proves that there is a high level of factors Personality for teachers of physical education and sports.

Through the results that we reached where the researcher sees it may be due to the high level of motivation among teacher to the depth of their affiliation and their sense of responsibility towards their educational roles, and what more proves these results we found that the results of our study are consistent with the findings of the study of each of Navre Ahmed Abdel Baqi (2015) and "Mohammadi.S (2008)" and their results showed that there is a high level of personal factors except for the neurotic feature which was low, and this proves its compatibility with our current study.

Based on the results of our study, and compared to the results of previous and similar studies, we confirm the validity of the hypothesis, and from it we conclude that the first hypothesis has been achieved.

2- Discussing and interpreting the results of the second hypothesis:

The results revealed of the study on the second hypothesis, which states that the conscientiousness is the most influencing on the teacher of physical and sports education, the results of this study showed through the table (01) above that the conscientiousness is

the most influential on the teacher of physical education in the middle school cycle, with mean measurement of (3.97) Standard deviation (0.68), which proves that it is of a high level compared to other features.

Through the analysis of the results of our study, which were the results of its hypothesis that the consciousness is the most influential on a teacher of physical education at the middle school cycle, where we found that it is consistent with the study of Manar Samih Al-Qaq (2012), personality traits and its relationship to contemplative thinking among high school students in Gaza Governorate, The results showed that the most common personality trait among high school students is the conscientiousness.

Our study did not agree with some previous studies, such as the study of Navre Ahmed Abdel Baqi'i (2015) .The results showed that the most common personality factors are admissibility and the least common neurotic, unlike our study that was conscientiousness is the most common feature of teachers of physical and sports education. Also, the study of Ian and Cookie (2010) did not agree with our current study, where the researcher concluded that (62%) of the teachers have a flat personality (32%) of whom are introverted, where the opposite came from our study that was the predominant feature of conscientiousness among the teachers of physical education And sports.

Based on the results of our study, and compared to the results of previous and similar studies, we confirm the validity of the hypothesis, hence we conclude that the second hypothesis has been achieved.

6. Conclusion:

At the end of this research, we can say that the conscientiousness is the most influential among teachers of physical and sports education for some middle schools of the state of Laghouat, which was evident clearly through what we have reached in analyzing the results of the hypotheses that have been validated as previously mentioned, and this indicates that the teachers of physical and sports education characterized by a spirit of responsibility towards their subject through the vigilance of their professional conscience, and work hard to give and raise from the educational system, as we cannot at the conclusion of this study except to remind those who specialize in this field to pay great attention to these studies in the educational field, and accordingly we are the first of others to find practical solutions in the future , by identifying the most important reasons that hinder the functioning of the educational system, and therefore one of the most important strategic goals that we must work to achieve through:

- The necessity for the Ministry of Education in general and the directorates of education in particular to highlight the personality of the teacher of physical and sports education.
- Informing the managers of the results of this study and other relevant studies to discuss problems in the educational field and discussing their results and taking feedback to benefit from them in future planning.
- Conducting more studies on the role of personality traits that positively affect the improvement of the educational system.

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