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Determining some personality traits for teachers of physical education and sports - according to the Freiburg scale

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Abstract: this research aimed at identifying the general personality traits of physical education professors in the Batna region, using the Fribourg Personality Scale. The researcher employed a descriptive method, selecting a sample of 61 professors through simple random sampling. The Fribourg Personality Scale was utilized as a research tool, and following statistical analysis, the researcher arrived at the following results: The ranking of personality traits within the Fribourg Scale among physical education professors is as follows: (Calmness - Sociability - Depressiveness - Excitability - Constraint - Nervousness - Control - Aggressiveness). Additionally, physical education professors are characterized by high levels of calmness and sociability. These two traits scored highly within the Fribourg Scale. The other traits (depressiveness, consultability, constraint, nervousness, control) achieved moderate levels, while nervousness and aggressiveness scored low. The traits of nervousness and aggressiveness scored low. The study revealed no differences among professors in terms of their level of experience concerning their personality traits. However, concerning the variable of educational levels, differences favoured the intermediate level in the traits of constraint and control.

Keywords: Personality traits, physical education and sports professors.

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1. INTRODUCTION

Psychologists and educators have been interested in the subject of personality since ancient times. Each time, it has constituted a major topic for extensive debate. Some viewed it from the perspective of its components, while others examined it in terms of its dimensions, growth, and development. There were also differences in defining personality, attributing it to a combination of genetics and environment, and methods used to measure it. All these discussions were based on multiple and diverse theories. Personality is characterized by a spirit that reflects a sense of duty, respect for work, and disregard for traditions. In some cases, emotions prevail over rational thinking, while in others, there's a tendency towards imagination. Some exhibit introversion, while others show signs of anger, irritability, tension, neglect, and more. All of this has made the study of personality a subject of controversy, questioning, and curiosity, characterized by a high degree of variation and contradiction." (Najadi, 2011, p. 16)

The interest of psychologists in the subject of personality has significantly increased since the latter half of the last century. Researchers have relied on experimental designs with multiple variables, where statistical controls replaced experimental controls. The principal methods used were correlational methods and factor analysis.

Each specialization within psychology has focused on a specific area. Some have delved into cognitive processes, studying thinking, understanding, memory, and perception. Others have explored motivations, inclinations, and attitudes. A third direction has centered on studying personality as an integrated unit." (Najadi, 2011, p. 24)

Psychological analysts believe that personality is largely a result of the interaction between instincts and the environment. It is noticed that the claim and description of integration are not realistic in personality. It might not be integrated in all its elements except in ideal, exceptional cases. It's not necessary for the conditions of equilibrium to be present in all individuals." (Isawi, 2005, p. 19)

Individuals vary in their temperaments, traits, and blends; hence, we see some who are harsh while others are gentle. There are extroverts and introverts, as well as outspoken and shy personalities, each with their distinct nature." (Mohammed, 2011, p. 72)

"Burt defines personality as 'the complete system of relatively fixed bodily and psychic traits that uniquely distinguishes an individual and determines their distinctive modes of adjustment to their physical and social environment.' This



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implies that each individual is distinct from others, and it is these distinctions that determine the methods and ways by which an individual adapts, conforms, and adjusts to their physical and social environment. This occurs through the influence and guidance imposed by the personality on their behaviour and actions." (Makki, Imad Al-Din, 2016, p. 3)

Numerous studies have confirmed that differences in personality traits exist between individuals who engage in sports and those who do not. This indicates the impact of athletic activity on individuals. Additionally, specialization in a specific type of sport is linked to certain personality traits. For instance, football may require composure, intelligence, and self-denial, while rowing may demand intensity, self-tension, rhythm, and endurance." (Makki, Imad Al-Din, 2016, p. 24)

Physical education teachers play a crucial role in shaping the primary characteristics of students, much like other educational subjects. Their role has expanded to encompass the acquisition of beneficial knowledge and high moral values for students. They guide students on adapting to the environment they live in and familiarize them with socially acceptable behavior. One educator expressed the teacher's function by stating: "The educational process aims to refine the individual and integrate them into various natural, social, and moral spheres, teaching them how to work. The teacher stands as a representative of society and parents for the student, considering that the latter spends most of their time at school with their teachers. Hence, the teacher must act as a guide and social reformer before being an academic educator or mentor.

The physical education teacher is considered a fundamental pillar in the educational process. An effective teacher is one who creates a positive impact on their students, which significantly relies on the professional competencies possessed by the teacher. These competencies aid them in successfully fulfilling their mission. It also depends on the teacher's familiarity with exemplary applications and methods, as well as their willingness to enhance their professional skills and educational competencies.

In order to achieve optimal performance in physical education classes, it is imperative for the teacher to possess cognitive, skill-based, physical, and psychological competencies that align with the nature and demands of the profession. These competencies require patience, effort, and energy to meet the learners' needs and teach them the necessary skills and competencies. The teacher assumes multiple roles and responsibilities, serving as an educator, knowledge



transmitter, and guide. At times, they also take on the roles of a caregiver, referee, and a protective figure within the classroom. (Abdul Fattah Abdullah, 2004, p. 122-123)

Numerous studies have confirmed that several conditions negatively impact a teacher's performance in fulfilling their duties, influenced by various variables such as the weekly workload, the distribution of daily working hours, the availability of educational resources, spaces, and facilities within the institution, as well as overcrowding of students in a single classroom, and more. All these variables have the potential to impact the psychological structure of the teacher, influencing their judgment in making appropriate decisions to handle the diverse situations they encounter on a daily basis.

Reactions and behaviors vary significantly from one individual to another. A teacher may handle a chaotic situation with nervousness, while another may remain calm or indifferent. This could be attributed to the factor of acquired experience in dealing with such situations or the nature of each person's personality and prevailing personality traits such as nervousness, calmness, sociability, excitability, and more.

According to Eysenck, personality is 'that relatively enduring and stable organization of an individual's character, temperament, intellect, and physique that determines their coherence to the environment.' Naturally, this organization differs completely from one person to another, much like their fingerprints. This allows each personality to assert its distinctiveness and individuality, making it different and unique from other personalities. This differentiation occurs in terms of thinking, speech, behavior, response to real-life events, coping with social pressures, and interactions with others, as well as the degree of acceptance by others. (Al-Ansari, 2000, p. 30-31)

Due to the inevitability of encountering emotional situations daily, particularly in the field of education, teachers are compelled to adapt and gain experience through adopting emotions that either align with finding solutions positively or, negatively, lead to a decline in their mental state, consequently affecting their professional efficiency. Performance within the classroom in educational institutions and dealing with these situations varies depending on individual personality traits. Each person has a distinct pattern that sets them apart. As referred by Moshira Al-Yousefi, 'Some individuals perceive pressure and quickly feel tiredness, while others experience depression. The third category



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remains unaffected by pressure; they adapt to it.' Thus, responses to the same situation vary among individuals. (Hossam, 2008, p. 112)

In view of this major role played by personality traits in their effective impact on the performance of individuals in daily life, the importance of this study emerged, which seeks to determine the personality traits of physical education and sports teachers, and the extent of their impact on the teachers' performance in their professional environment.

Based on the aforementioned, the main focus of this study revolves around the following question: **What are the key personality traits that define a physical education teacher?**

The sub-questions arising from this are as follows:

- What are the predominant personality traits among physical education teachers?
- Are there statistically significant differences in the level of personality traits among physical education teachers based on their level of experience?
- Are there statistically significant differences in the degree of personality traits among physical education teachers based on their educational stage (middle school vs. high school)?"

The research hypotheses were as follows:

General Hypothesis: There are different characteristics that distinguish the personality of physical education teachers.

Sub- Hypotheses:

- There is a difference in the degrees and ranking of personality traits within the Freiburg scale among the physical education teachers.
- There are statistically significant differences in the level of personality traits among the physical education teachers based on their level of experience.
- There are statistically significant differences in the degree of personality traits among the physical education teachers based on the educational stage (middle school vs. high school)

2. Purpose of the research

The research aims to:

- Identify the general characteristics of the physical education teachers' personalities in the Batna region.



- Determine the distinctive personality traits and their ranking within the Fribourg Personality Scale among the physical education teachers (middle school to high school) in the Batna region.
- Investigate the differences in the degree of personality traits among the physical education teachers in Batna based on variables such as professional experience, educational stage (middle school vs. high school), and gender.

3. Significance of the Research

The study of personality traits stands among the paramount contemporary psychological research. Objectively and precisely identifying an individual's personality traits is crucial for a comprehensive understanding of human personality in general. Each individual has their own distinct personality, which influences their behavior, learning, and professional engagement. Therefore, examining the personality traits of teachers helps educational authorities (such as educational inspectors) evaluate and maintain positive traits, fostering their growth and stability. Conversely, negative traits should be mitigated and intelligently addressed.

The behavioural aspect of a teacher's performance, incongruent with their personality traits, might significantly affect their teaching. Excellence in teaching is closely linked to a teacher's balanced personality. Recognizing the influential role of teaching in shaping teachers' personalities, this study aims to highlight and identify prominent personality traits among physical education teachers."

4. Defining Concepts and Terms

4.1. Trait: It is the distinct inclination of an individual to adopt a certain way of behaviour, or it is a characteristic that distinguishes one individual from another. (Alawi, 1998, p. 198).

4.2. Personality: It represents the overall pattern of behavior in an individual as manifested in their thinking habits, changes, orientations, inclinations, behavioral style, and personal philosophy in life. (Qasim, 2000, p. 133). The researcher defines it as the capacity to influence others and the qualitative response to stimuli from the environment and surroundings.

4.3. Personal Trait: Personal traits are "reflections of relative consistency in behavior across various situations" (Alawi, 1998, p. 198), indicating a readiness or inclination toward a specific type of behavior or the interconnection of various aspects to display a certain behavior. The researcher defines it as a dynamic readiness or inclination toward a specific type of behavior evident in various situations. (Naema, 2002, p. 14).



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4.4. Physical Education and Sports Teacher: It refers to the individual who delivers information and knowledge to learners to achieve educational goals in the field of physical education. (Hussein Bilal and TawfiqAshour, 2023, p. 375). The researcher defines them as supervisors of the educational process in physical education and sports classes in educational institutions, directing and guiding them, possessing prior expertise and efficiency in effective management from various perspectives.

5. Field procedures

5.1. Research Methodology: In line with the study at hand, the descriptive approach is the suitable methodology, given its provision of precise and detailed knowledge of the elements of the problem or phenomenon to achieve a better and more accurate understanding. This approach aims to provide data and facts about the research subject to interpret and grasp its implications. (Abdelkader, Nouki, et al., 2022, p. 762).

5.2. Survey Study: The survey study is fundamentally one of the cornerstones of scientific research and a crucial stage within it. It aims to survey the circumstances surrounding the phenomenon the researcher intends to study and to identify the main hypotheses that can be formulated and subjected to precise scientific research facilitating deeper investigation in subsequent stages. (Youcef Ismail, 2022, p. 717).

Following the determination of the study tool, the subsequent step involved contacting physical education and sports teachers, explaining the study's subject, and initiating the initial steps of the research. The researcher contacted them to distribute the study scale, relying on previous research dealing with a similar sample (physical education and sports teachers) and utilizing the same tool (the Freiburg scale) to assess the test's validity and reliability.

5.3. The Study Population and Sample: The research sample was selected from the original population consisting of a total of 493 physical education and sports teachers at the intermediate education level in the Batna region. The number of surveyed teachers was 61, selected through simple random sampling, which represents 12.37% of the total population, as shown in the following table:



Table 1. shows the percentages of the research sample in relation to the original population

Teachers number	Sample individuals	percentage %
total	61	12.37%
male	46	9.33
female	15	3.04

5.4. Research areas:

5.4.1. The human field: This study was conducted on teachers of physical education and sports in the stages of education (intermediate-secondary) in the state of Batna.

5.4.2. Spatial area: Batna state.

5.4.3. Time domain: By time domain we mean the time allocated for conducting the tests, and the Freiburg scale was distributed in the period extending from 4/10/2023 to 04/25/2023.

6. Adjusting study variables:

6.1. Independent Variable: This is the variable that, when its value changes, affects the values of other variables related to it. In our study, the independent variable is represented by the physical education and sports teachers.

2.6. Dependent Variable: This is a variable influenced by the independent variable, and its value depends on the effects of other variables. Whenever modifications are made to the values of the independent variable, the results will be reflected in the values of the dependent variable. In our study, it involves identifying personality traits.

7. Study tools:

7.1. The Freiburg Personality Inventory:

7.1.1. Introduction to the Inventory: The Fribourg Personality Inventory was originally developed by "John Fahrenberg," "Herbert Selg," and "Ranzehanble," psychology professors at the University of Freiburg in West Germany in 1970. The aim of the inventory was to measure nine general dimensions of personality along with three sub-dimensions. The inventory comprises 212 items and has two versions (A and B), totalling 114 items each.

Professor "Dell" from the University of "Giessen" in West Germany designed a shortened version of the inventory, including the first eight dimensions of the inventory, with a total of 56 items. The dimensions measured by this abbreviated version are:



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7.2. Fribourg Test Dimensions (Alawi, 1998, page 78):

- Nervousness, Aggression, Depression, Excitability, Sociability, Calmness ,Control,Conscientiousness

This list is suitable for application to both genders (males and females) starting from the age of 12 and older. Dr. "Mohammed Hassan Alawi" was responsible for its Arabization.

7.3. Description of the Fribourg Inventory (Alawi, 1998, page 82):

The inventory contains 56 statements in its abbreviated version. The respondent is required to answer each statement with "Yes" or "No," based on its relevance to their condition. The test includes a key for correction, outlined as follows:

- **First Dimension (Nervousness):** Consists of seven positive statements, listed in the survey as follows: 3-4-15-18-23-38-54.
- **Second Dimension (Aggression):** Comprises seven positive statements in the survey, categorized with the following numbers: 7-10-26-27-41-44-49.
- **Third Dimension (Depression):** Contains seven positive statements listed in the survey as follows: 21-25-34-37-40-52-55.
- **Fourth Dimension (Excitability):** Encompasses seven positive statements in the survey, outlined as: 5-31-33-36-39-46-53.
- **Fifth Dimension (Sociability):** Includes three positive statements and four negative ones: Positive statements - 12-28-48; Negative statements - 2-14-47-51.
- **Sixth Dimension (Calmness):** Comprises seven positive statements in the survey as follows: 1-20-29-42-43-45-56.
- **Seventh Dimension (Control):** Consists of seven positive statements in the survey outlined as: 9-11-16-22-30-50.
- **Eighth Dimension (Conscientiousness or Control):** Includes seven positive statements categorized as follows in the survey: 6-08-13-17-19-32-35.

7.4. Test Procedures:

The researcher followed the following steps in the test creation process:

1. The scale included a brief definition of the research and its importance in the sports field. It was then divided into two sections. The first section consisted of five questions aimed at collecting personal data for each individual in the sample. The second section comprised the questions of the scale.
2. The researcher clarified the response method by instructing participants to mark an "X" in one of the boxes for "Yes" or "No." The response reflects the



respondent's point of view.

After answering, the researcher collects the responses.

7.5. Test Evaluation Method:

After transcribing the questionnaire and segregating each dimension along with its positive and negative statements, the raw scores are converted into standard scores as follows (Alawi, 1998, page 177):

Positive Statements: When answered "Yes" = Two points. When answered "No" = One point.

Negative Statements: When answered "Yes" = One point. When answered "No" = Two points.

The score for each dimension is the sum of the scores for all statements within that dimension.

7.6. Reliability and Validity of the Test:

Abdul Hafiz defines the reliability of a test as "the stability of a specific phenomenon on different occasions," also referring to it as "the accuracy or stability of its results when applied to a sample of individuals on different occasions" (Baqadi, 2011, page 98).

To ensure the reliability of the scale, we relied on computing its scientific coefficients, referencing its stability in previous studies. In a study by Jaafar, Bouzaher Mohamed Lakhder, and Kharef Ahmed (2013, page 22), the test-retest method was utilized by distributing the scale to a sample population of 12 individuals from the study's community. Following the collection of responses in both the initial and subsequent administrations, the Pearson correlation coefficient was calculated.

Table No. 02: Shows the calculation of reliability and validity coefficients for the dimensions of the Freiburg Personality Inventory.

Dimensions	Reliability	Validity
Nervousness	0,6632	0.814
Social	0,975	0.987
Calm down	0.994	0.997
Conscientiousness or Control	0,5885	0.767
Total score	0,943	0.971

due to the Cronbach's alpha coefficient for the overall scale being 0.94, it indicates a high level of reliability, allowing for its use within the sample.

In a study by Emad Al-Din Moqa (Moqa, 2020, page 8), the researcher



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relied on the test-retest method to extract reliability factors. This was conducted on a sample of 10 individuals with a retest administered 15 days after the initial application. Regarding validity, the researcher employed the method of self-validity coefficient, which is the square root of the reliability coefficient. After applying the Pearson correlation equation and the significance law of correlation and the self-validity coefficient, the researcher obtained the following results:

Table No. 03: Shows the calculation of reliability and validity coefficients for the dimensions of the Freiburg Personality Inventory.

Dimensions	Reliability	Validity
Nervousness	0.86	0.92
Aggressiveness	0.88	0.93
Depressive	0.92	0.95
Susceptibility to excitability	0.88	0.93
Social	0.85	0.92
Calm down	0.90	0.94
the control	0.91	0.95
Conscientiousness or Control	0.89	0.94
Total score	0.88	0.93

The Cronbach's alpha calculated is 0.88, which is statistically significant at the 0.05 level.

From Table 3, it's evident that each dimension of the Frayberg Personality Inventory has shown a high reliability coefficient of 0.88 at the overall level. This suggests confidence in the consistency of responses within each dimension of the inventory, indicating a high level of reliability for the scale overall. Additionally, the test has demonstrated a high level of self-validity, as illustrated in the table, allowing its utilization in this study.

Based on these previously mentioned studies, it can be concluded that the scale exhibits high reliability and a significant level of self-validity, allowing its application within the chosen sample for this study.

7.7.The statistical methods used:

In this study, a variety of statistical methods appropriate to the nature of the study design were utilized. The statistical processing of the research results was conducted using the statistical software package SPSS 25.0. The methods



employed included percentage calculation, mean calculation, standard deviation determination, one-way ANOVA (Analysis of Variance) test, and t-test.

8. Presentation, analysis and discussion of results:

8.1. View and analyze results:

8.1.1. Presentation and analysis of the results of the first hypothesis:

The text of the first hypothesis: “There is a difference in the degrees of personal traits and their ranking within the Freiburg scale among teachers of physical education and sports.

Table (04): shows the values of personality trait scores and their ranking according to arithmetic means and standard deviation.

Personal traits	SMA	standard deviation	Highest degree	Lowest ddegree	Attribute order	drgee
calmness	11.902	1.338	14	8	1	High
Social	11.869	1.360	14	9	2	High
Depressive	10.787	1.925	14	7	3	Medium
Arousable	10.738	1.957	14	8	4	Medium
adjusting	10.426	1.802	14	7	5	Medium
Nervousness	10.164	1.942	13	7	6	Medium
control	10.115	1.142	14	8	7	Medium
Aggressiveness	8.672	1.399	12	7	8	Low

The maximum response score was 14, while the minimum was 7.

From Table 4, it is evident that among physical education and sports teachers, the highest characteristic observed is tranquility, with an average score of (11.902 ± 1.338) , followed by sociability, with an average of (11.869 ± 1.360) . However, traits such as depression, excitability, control, nervousness, and dominance had moderate scores, ranging between $(10.115$ and $10.787)$. Aggression, on the other hand, had the lowest score, with an average of (8.672 ± 1.399) .

8.1.2. Presentation and Analysis of the Results of Hypothesis Two:

The text of the second hypothesis states that 'There are statistically significant differences in the level of personality traits among physical education and sports teachers based on their level of experience.' After conducting the statistical analysis, the obtained results are as follows:



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Table No. (05): Shows the results of personality traits according to the variable of experience

Experience			calmness	Social	Nervousness	Arousal	adjusting	control	Aggressiveness	Depressive
Less than 5	SMA		11.64	12.04	10.24	10.68	10.8	10.28	8.68	11.04
Individuals number	percentage	standard deviation	1.46	1.39	1.73	1.88	1.75	1.17	1.28	1.79
25	40.98									
From 5 to 10	SMA		11.96	11.55	10.14	11	10.22	10.18	8.37	10.77
Individuals number		standard deviation	1.25	1.39	2.24	2.23	1.78	1.07	1.41	1.94
27										
More than 10	SMA		12.44	12.33	10	10.11	10	9.44	9.55	10.11
Individuals number		standard deviation	1.33	1	1.65	1.05	2	1.13	1.42	2.26
09										

The table (5) represents the distribution of teachers according to their levels of experience. The largest percentage, at 44.26%, comprises teachers with less than 5 years of experience, totaling 27 teachers. Following that, 40.98% of the teachers have an experience ranging from 5 to 10 years, amounting to 25 teachers. The lowest percentage, accounting for 14.76%, consists of teachers with over 10 years of experience, totaling 9 teachers from the total participation of physical education and sports teachers (61 in total).

Notably from table (5), it's evident that the high personality traits among physical education and sports teachers were in traits related to sociability and calmness. Conversely, traits with generally lower scores included aggressiveness. The results varied according to years of experience as follows:

- Teachers with less than 5 years of experience achieved the highest average



score in the sociability trait (12.04 ± 1.399), followed by the calmness trait with an average score of (11.64 ± 1.468), and then the depression trait (11.04 ± 1.79072). The trait with the lowest score was aggressiveness, with an average score of (8.68 ± 1.282).

- For teachers with 5 to 10 years of experience, the calmness trait achieved the highest average score (11.962 ± 1.255), followed by sociability with an average score of (11.555 ± 1.396), and excitability with an average score of (11 ± 2.23607). The trait with the lowest score was aggressiveness, with an average score of (8.370 ± 1.418).

- Teachers with more than 10 years of experience had the highest average score in the calmness trait (12.444 ± 1.130), followed by sociability with an average score of (12.333 ± 1). The least prominent personality trait was aggressiveness, with an average score of (9.555 ± 1.424), followed by control with an average score of (9.444 ± 1.130).

Table No. (6): Shows the results of testing the differences between personality traits according to the variable of experience.

Source of variance		Sum of squares	Degree of freedom	Mean squares	F	Significan celevel
Calm trait	Within groups	4.46	2	2.23	1.25	,29
	Between groups	102.94	58	1.77		% 29
	Total	107.94	60			Not significant
Social trait	Within groups	,5.324	2	2.66	1.46	240
	Between groups	105.62	58	1.82		% 24
	Total	110.95	60			Not significant
Neurotic trait	Within groups	.39	2	.19	.050	,951
	Between	225.96	58	3.89		% 95



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	groups					
	Total	226.936	60			Not significant
Excitability trait	Within groups	5.47	2	2.73	.07	,497
	Between groups	224.32	58	3.86		% 49
	Total	229.80	60			Not significant
Control feature	Within groups	6.25	2	3.12	.96	,389
	Between groups	188.66	58	3.25		% 38
	Total	194.91	60			Not significant
Setting attribute	Within groups	4.86	2	2.43	1.92	,156
	Between groups	73.33	58	1.26		% 15
	Total	78.19	60			Not significant
Aggressive trait	Within groups	9.48	2	4.74	2.54	,087
	Between groups	107.95	58	1.86		% 87
	Total	117.443	60			Not significant
Depressive trait	Within groups	5.714	2	2.87	.75	,470



	Between groups	216.51	58	3.73		% 47
	Total	222.23	60			Not significant

From Table 6 above, it's noticeable that the computed values for the F-test (ANOVA) for all traits ranged between (0.156 and 0.951), which lies between the 15% and 95% confidence levels. These values are significantly greater than the significance level (0.05 or 5%). Therefore, all computed F-values for the different traits are not statistically significant at the alpha level of 0.05.

8.1.3. Presenting and analyzing the results of Hypothesis Three:

The hypothesis 'There are no statistically significant differences in the level of personality trait scores among Physical Education and Sports teachers based on educational stages (Middle School - Secondary)' was subjected to statistical analysis.

After conducting the statistical treatment, the obtained results were as follows:

Table No. (07): Shows the results of personality traits according to the stage variable (intermediate/secondary)

level			cal mne ss	social	nervo usness	arousa ble	adju sting	co ntr ol	aggress iveness	Ddep ressiv e
Seco ndary stage		MA	10.4 2	10.14	12.17	1.961	9.92	9.6 7	8.60	10.5
ndivid uals numb er	erce ntag e	tandard deviatio n	2.09	2.03	1.218	1.07	1.74	1.0 2	1.57	1.97
28	5.90									
Inter mediate stage		MA	11	10.18	11.60	11.84	10.8 4	10. 48	8.72	11.03



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Individuals number	percentag	standard deviation	.1.82	1.89	.1.43	.1.54	1.76	1.12	1.25	1.87
	33		54.1							

The distribution of teachers based on the educational stages is represented in Table 7. The largest percentage, comprising 54.10% of teachers, is among those working in the Middle School stage, totaling 33 teachers. Following them are teachers in the Secondary stage, accounting for 45.90% and totaling 28 teachers, from a total of 61 participating teachers.

From Table 7, it is evident that among Physical Education and Sports teachers in the Secondary stage, the personality traits that achieved higher scores were (Sociability, Calmness). Sociability attained the highest score with an average of (12.178 ± 1.218) , followed by Calmness with an average of (11.964 ± 1.071) . Conversely, the lowest scoring personality traits were Self-Control with an average of (9.9286 ± 1.74119) and Control with an average of (9.678 ± 1.020) . Aggressiveness exhibited the lowest score with an average of (8.607 ± 1.571) .

Furthermore, among Physical Education and Sports teachers in the Middle School stage, the personality traits that attained higher scores were (Calmness, Sociability, Excitability, Depression). Calmness achieved the highest score with an average of (12.178 ± 1.218) , followed by Sociability with an average of (11.964 ± 1.071) , Depression with an average of (11.0303 ± 1.87891) , and Excitability with an average of (11 ± 1.82003) . The lowest scoring personality trait was Aggressiveness with an average of (8.727 ± 1.256) ."

Table No. (08): Shows the results of the t-test for differences in the degree of personality traits according to the phase variable

		T-test for homogeneity of means		
Personal trits	T	d. freedom	sig	
calmness	,334	59	0,739	%73
social	1,662	59	0,102	%10
nervousness	-,077	59	0,939	%93



arorable	-1,139	59	0,259	%25
adjusting	-2,038	59	0,046	%4
control	-1,074	59	0,005	%0.5
aggressive	-,332	59	0,741	%74
devressive	-2,916	59	0,287	%28

From Table 8 above, it's observed that the calculated values of the 't-test' for the following traits (Calmness, Sociability, Depression, Excitability, Neuroticism, Aggressiveness) were all within a significance level constrained between (0.102 and 0.939), which translates to (10% and 93%). These values are significantly larger than the significance level of (0.05), meaning (5%). Therefore, all calculated 't-test' values for these personality traits are not statistically significant at the alpha level of (0.05= α). Consequently, it can be stated that there are no differences in these personality traits among the study sample concerning the educational stages.

Regarding the traits of 'Self-Control' and 'Control,' the calculated values for the 't-test' were at significance levels of (0.046) (4%) and (0.005) (0.5%), respectively, both of which are lower than the set significance level of (0.05) (5%). As a result, the calculated 't-test' values for these two traits are statistically significant at the alpha level (0.05= α). Hence, there are differences among the study sample in terms of 'Self-Control' and 'Control' concerning the educational stages, favoring the Middle School stage.

8.2. Discussing the results of the hypotheses

8.2.1. Discussing the results of the first hypothesis

The results of Table No. (4) related to the first hypothesis, which states that there is a difference in the scores of personal traits and their ranking within the Freibrugge scale among the teachers of physical education and sports in the state of Batna, showed that the results showed that the ranking of the personal traits within the Freibrugge scale among the teachers of physical education and sports for the study is as The following: (calmness - sociability - depression - susceptibility to irritation - control - nervousness - control - aggression), meaning that teachers are characterized by a high level of calmness, as those with a high score for this dimension are characterized by self-confidence, lack of confusion or scattered thoughts, difficulty in getting aroused, a moderate mood, and



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optimism. Staying away from aggressive behavior, working hard, and having a high social trait, as people with a high score for this dimension are characterized by the ability to interact with others, try to get close to people, quickly make friends, and have a large circle of acquaintances. They are also characterized by fun, liveliness, and activity, and are characterized by courtesy, frequent speaking, and intuitive presence. The researcher said that the emergence of the trait of calm is due to the nature of the subject activity, as it requires working with large numbers of students (most classrooms in national educational institutions suffer from overcrowding) in open spaces (compared to teaching inside classrooms), and conducting educational activities has a high ability to manage and organize, which is not This is done without being calm for the effective management of the various positions of this profession. These results were consistent with the study of Ocean Bouzid (2009), where he concluded that there is a statistically significant correlation among teachers of physical education and sports in the middle school, represented in the environmental relations with the school community and the characteristic Calm down. The social trait of the teacher of physical education and sports is linked to practices in the teaching process, as indicated by the study of Ocean Bouzid (2009). The researcher also concluded that there is a positive and statistically significant correlation among teachers of physical education and sports at the secondary stage and the sum of professional competencies and the social trait. There is a statistically significant correlation between physical education and sports teachers in the middle school, lesson planning and the social trait, in addition to his interactive relationship with the students and the framing of class and extracurricular competitions that increase the professor's contact with the students, which makes the social trait second nature to the physical education teacher. This is consistent with the results of some studies, where these two characteristics appear clearly to a large degree, in the study of MuqaImad Al-Din (2016) and (2020), which was conducted on volleyball players distributed among four teams active in the second national division of the eastern region, and the study of Ayyad et al. (2015). And the study (Jaafar and Bouzaher Muhammad Lakhdar, Kharif Ahmad, 2013), which was conducted on teachers of physical education and sports in the middle school and fourth-year middle school students in the city of Messila, and the study of Safi Al-Khaza'leh and others (2012), which was conducted on Jordanian first-class handball players, seniors. Likewise, Ahmed's (2002) study, which was conducted on artistic and rhythmic gymnastics



players, showed that the calm and sociable features of artistic gymnastics were higher than that of rhythmic gymnastics.

As for the low level of aggression among teachers of physical education and sports, which indicates a lack of automatic inclination, self-control, and moderate behavior characterized by excessive calm and emotional maturity, the researcher believes that it is due to the nature of the profession through the nature of the almost paternal relationship between the student and the professor, even in his rebuke of the student. Or punishing him for some behavior, as it stems from a loving emotion of an educational nature, and this is what appears in the most important goals of education in integrating the individual with his surroundings, where the role of the teacher is highlighted in teaching the students and his focus on some practices by staying away from aggressive behaviors by adhering to the rules of group games, especially for playing. Cleanliness without committing behaviors that deviate from the ethics of the game, and this is what Wasfi Al-Khaza'leh (2012) sees, as this result was largely consistent with his study, as well as what Muqalmad Al-Din (2016) reached in his study that he conducted on volleyball players, where the characteristics of both nervousness and aggression were achieved. A low score. In Ayyad et al.'s (2015) study, which he conducted on karate practitioners, the aggressive trait recorded the lowest score, while these results contradicted the results of Karim's (2007) study, which aimed to compare some personal traits between players of high levels of sports in team games (football). Basketball, volleyball, handball, football), and the Freiburg personality scale was used. The results of the study led to the emergence of the aggressive trait in handball players and nervousness in basketball players, as well as in the study of Ahmed (2002), which showed that the aggressive trait in rhythmic gymnastics Higher degrees than in artistic gymnastics. The degree of nervousness in artistic gymnastics appeared higher than in rhythmic gymnastics.

8.2.2. Discussing the results of the second hypothesis

The results from the aforementioned table for the test values (F) in the one-way analysis of variance were found to be non-significant at the alpha significance level ($0.05=\alpha$) for all personality traits. Consequently, it can be concluded that there are no differences in the personal traits among the study sample concerning the experience variable. The researcher believes this result indicates that changes in the degree of traits are not linked to the factor of experience, indicating that experience does not influence these traits. This might be attributed to the geographical boundaries of the study, where the similarity in



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traits among the individuals in the sample is due to similarities in the psycho-human structure influenced by the social environment's impact on personality traits. These findings align with Ocean Bouzid's study (2009), which found a statistically significant relationship among physical education teachers in the middle stage concerning environmental relationships within the school community and the Calmness trait.

Similar working conditions might have reflected in the similarity of personal traits across the entire group. These results also concur with the findings of Imad El-Din's study (2016) among volleyball players, concluding no differences in personal traits based on the experience variable using the Fribourg scale. Age might be a determining factor in how professional practice affects a trait, as asserted by Mabrouk Boulal and Ibrahim Hamou Ali (2014), whose study on secondary-level physical education teachers revealed statistically significant differences in emotional traits attributed to age and experience.

Based on these findings, the hypothesis positing differences in personal traits among the study sample based on the experience variable has been rejected.

8.2.3. Discussing the results of the third hypothesis

The results from Table 7 indicated that the computed test statistic (t-value) was at a significance level of (0.046), which is less than the significance value (0.05 or 5%). Therefore, the computed t-value for this trait is statistically significant at the alpha level ($0.05=\alpha$). Hence, there are differences in the Control trait among physical education teachers with statistical significance favoring those working in the middle school setting.

The results for the Control trait degree among physical education teachers in the middle school stage showed that the mean and standard deviation (10.8485 ± 1.741) signify that the degree of Control trait is moderate compared to the theoretical mean (10.5). As for the Control trait degree among physical education teachers in the secondary stage, it is represented by a mean and standard deviation (9.9286 ± 1.769), indicating a lower degree compared to the theoretical mean (10.5).

It seems you've presented an analysis discussing the correlation between the personality traits of physical education teachers in secondary education and their environment, particularly emphasizing the trait of control, how it differs between secondary and middle school teachers, and potential social factors affecting these differences. You've discussed studies suggesting the impact of social, material,



and environmental aspects on the performance and psychological well-being of physical education teachers.

In summary, it appears that in secondary education, there's a lower level of control among physical education teachers compared to middle school educators. This may relate to factors like social relationships between teachers and administration, the availability of resources, and the settings for physical activities.

These findings suggest that the conditions in secondary schools, including limited pedagogical resources, crowded classrooms, and inadequate sports facilities, might contribute to increased stress and pressure on physical education teachers, impacting their ability to manage classes effectively and leading to higher levels of traits like excitability and depression.

Here's a translation of the provided text into English:

It suggests that a decrease in the trait of control indicates that individuals with lower scores excel in their ability to interact and engage with others, showing less tendency to panic when faced with disruptions. They also demonstrate proficiency in communication. Here, the researcher observes a notable decrease in this trait among secondary physical education teachers compared to the theoretical mean (10.5), unlike middle school teachers who recorded a slight increase.

The researcher attributes this decrease in the trait of control to social factors, such as the relationship between teachers and administration. They note that secondary education environments tend to be more open and flexible compared to middle schools. However, these findings differ from the results of Ocean Bouzid's study (2009), which indicated a statistically significant relationship between secondary physical education teachers and social environment, as well as the trait of competence.

The improved working conditions in secondary schools, including better facilities for sports activities, are known to significantly impact the facilitation of physical education lessons. It's a common understanding that the content of physical education comprises interactive kinetic activities based on semi-sporting games, which generate high enthusiasm and interaction among students. This might lead to noise disturbances affecting classroom activities, requiring constant intervention from physical education teachers to manage and regulate students' emotional impulses during these activities, avoiding disruption to other subjects and conflicts among colleagues.



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Several studies have linked performance to resource availability, highlighting the indirect impact of conditions on personal traits. Khaled Halou's study (2015) concluded that a lack of pedagogical resources in middle schools and overcrowded classrooms negatively affect the teacher's ability to achieve curriculum goals, resulting in increased stress and tension.

These ongoing conditions followed by repetitive negative experiences negatively impact the psyche of physical education teachers. High levels of the control trait indicate an inability to interact and engage with others, especially in social situations, accompanied by shyness and discomfort, particularly when being observed by others. This also results in physical discomfort when facing specific situations.

The table's results indicate a significant increase in specific personal traits among middle school physical education teachers, including excitability and depression. High scores in the trait of excitability characterize individuals who exhibit high stress levels, inability to cope with daily frustrations, impatience, anger, aggressive behavior, and vulnerability to frustration. Similarly, those with high scores in the trait of depression tend to experience mood swings, pessimism, dissatisfaction, fear, unspecified anxieties, self-blame, and aggressiveness towards oneself.

These findings align with Ocean Bouzid's study (2009), which found a positive and statistically significant relationship between middle school physical education teachers and traits such as goal achievement, depression, assessment, communication, class interaction, and anxiety.

The results in Table 8 indicate that the calculated test value (t) was significant at a significance level of 0.005 (0.5%), which is lower than the level of significance (0.05 or 5%). Therefore, the calculated value of (t) for this trait is significantly meaningful at an alpha level of 0.05 (α). Consequently, there are differences among the study sample individuals in the trait of control concerning the variable of educational stage in favour of middle school teachers.

Based on the results from Table 7 regarding the control trait score for physical education teachers in the middle school stage, the mean and standard deviation (10.4848 ± 1.12142) indicate a moderate level of control compared to the theoretical mean (10.5). Concerning the control trait score for physical education teachers in the secondary stage, it is represented by a mean and standard deviation (9.6786 ± 1.0203), which is lower compared to the theoretical mean



(10.5). This lower score suggests that these individuals exhibit characteristics of moderation, respect for others, a tendency to trust others, and a lack of desire for authority or imposing their views on others.

Through this approach, the researcher perceives the significant meaning as the decrease in this trait among secondary education physical education teachers compared to their counterparts in middle school. The researcher attributes this decline in the control trait to the specific characteristics of the developmental stage of students in each educational level. Secondary school students represent the adolescent stage characterized by emotional and physical balance, generally displaying a desire to highlight their social status as adults compared to middle school, which includes late childhood and early adolescence. The latter is a transitional stage from childhood to adolescence and is marked by sudden physiological changes, resulting in emotional instability and excessive mobility, demanding a more disciplined approach from middle school teachers.

These characteristics influence the teacher-student relationship and the management of lessons. The characteristics of the adolescent stage in secondary school students make it easier for teachers to adopt a more interactive approach that avoids direct authoritative methods. Conversely, the middle school phase is characterized by obedience, where students are more compliant with teacher orders, leading teachers to naturally employ more direct methods.

This aligns with Ocean Bouzid's study (2009), which found a positive and statistically significant relationship between middle school physical education teachers and traits like lesson execution and control.

The hypothesis of the research, based on the absence of differences among the study sample individuals in personality traits according to the variable of educational stage, has been rejected. Statistical significance was found only in the traits of control and restraint.

9. CONCLUSION

In this study, we aimed to identify the distinctive personality traits of physical education teachers in Batna, using the Fribourg Personality Scale. We explored the impact of certain variables (experience, educational stage, gender) on these personality traits by uncovering differences in these traits based on these factors. After collecting, statistically processing, presenting, analyzing, interpreting, and discussing the data, along with reviewing previous or similar studies, we arrived at the following conclusions:

- The ranking of personality traits within the Fribourg scale among physical



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education teachers is as follows: (Calmness - Sociability - Depression - Excitability - Control - Nervousness - Restraint - Aggressiveness).

- Physical education teachers excel in the traits of calmness and sociability, achieving high scores within the Fribourg scale.
- The remaining traits (depression, excitability, control, nervousness, restraint) achieved moderate scores.
- The traits of nervousness and aggressiveness achieved low scores within the Fribourg scale.
- There are no statistically significant differences in the degree of personality traits among teachers based on the experience variable.
- Statistically significant differences exist among teachers in the degree of personality traits based on the educational stage, favoring middle school teachers in the traits of control and restraint.
- Statistically significant differences exist among teachers in the degree of personality traits based on the gender variable, favoring females in the trait of control.

Finally, the researcher recommended the necessity for educational officials and teaching professionals to be aware of the essential traits that should be present in an ideal teacher, which would enhance their performance. Additionally, the establishment of specialized psychological centers to address cases characterized by high degrees of negative traits resulting from teaching profession practice was suggested.

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