

SELF-ESTEEM OF PHYSICAL EDUCATION STUDENTS WITHIN DIDACTIC AND EDUCATIONAL SKILLS DEPENDING ON THE MODE OF STUDY AGAINST EVALUATION BY PLACEMENT SUPERVISORS

Michalina Kuska,^{1, A, B, C, D} Marcin Pasek,^{2, A, D} Mirosława Szark-Eckardt^{1, A, C, D}

¹ Kazimierz Wielki University in Bydgoszcz, Institute of Physical Culture, Poland

² Gdansk University of Physical Education and Sport, Faculty of Physical Culture, Poland

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Address for correspondence:

Michalina Kuska
Institute of Physical Education
Kazimierz Wielki University in Bydgoszcz
2 Sportowa Str., 85-091 Bydgoszcz, Poland
E-mail: michalinakuska@ukw.edu.pl

Abstract Introduction. In addition to knowledge and aptitude, practical skills are necessary to competently pursue every profession. For students, teaching practice is the first opportunity to confront knowledge and skills acquired at university with school reality. **The goal** of this study was the self-esteem of didactic and educational skills among full-time and extramural Physical Education students of Kazimierz Wielki University in Bydgoszcz participating in teaching practice as well as the comparison of their self-esteem with the assessment of teachers – placement supervisors. **Material and Methods.** A total of 625 Physical Education students of Kazimierz Wielki University in Bydgoszcz and the same number of placement supervisors were involved in the study. The diagnostic survey method was carried out to collect the data. The questionnaire technique was used. **Results.** Based on the conducted research, the following conclusions were formulated: the majority of full-time and extramural students assessed their didactic and educational skills as good or very good, both full-time and extramural students were very well prepared for teaching practice in Physical Education, and the assessments of teaching practice supervisors, in principle, were higher than the self-esteem expressed by student teachers ($p = 0.0000$ for the Z test).

Key words student's self-esteem, teaching practice

Introduction

From 1953 onwards, with the introduction of teaching apprenticeships as a compulsory form of study to the university's curriculum, higher education schools were required to properly prepare students for this practice. In addition to knowledge and aptitude, practical skills are necessary to competently pursue every profession. For students, teaching placement is the first opportunity to confront knowledge and skills acquired at university with

school reality. In this way, young teachers can verify knowledge, skills and attitudes while taking practical action and working with children in educational establishments.

The basis for building study programs are appropriately constructed learning outcomes defined in the following three areas: knowledge (understood as a set of related facts, principles, theories, and experiences acquired by the learner), skills (the ability to use knowledge as well as trained skills to perform tasks and solve problems), social aptitude (the ability to carry out the assigned tasks autonomously and responsibly, readiness for lifelong learning, communication skills, ability to interact with others as a team member and leader alike. The aptitude refers to what the student has achieved, and not only to the teaching content or to how one has acquired knowledge and skills) (Kennedy, 2007).

Among numerous qualities, predispositions and skills a good teacher should possess, proper self-esteem deserves special attention. Self-esteem is a complex and multi-faceted concept. It can be understood as a global positive or negative attitude towards oneself, and therefore it constitutes one of the subjective elements of the concept of "I" based on self-perception (Anastasi, Urbina, 1999). Correct self-assessment, deriving from self-esteem, allows achieving good educational results and better understanding of students.

The primary focus of this study was the self-esteem of the didactic and educational skills demonstrated by physical education students of Kazimierz Wielki University in Bydgoszcz and the assessment of these skills by placement supervisors. The following research questions were raised:

1. How do full-time and extramural students estimate their didactic and educational skills?
2. Is there a relationship between the mode of study and the degree of student preparation for conducting teaching practice?
3. How do placement supervisors assess the students' didactic and educational skills?

Material and Methods

A total of 625 physical education students of Kazimierz Wielki University in Bydgoszcz and the same number of placement supervisors were involved in the study. The diagnostic survey method was carried out to collect the data. The questionnaire technique was used. Two questionnaires were developed for the research. The first one was addressed to students whereas the second one to teachers – placement supervisors. The questionnaire for students included, among others, questions concerning the assessment of the preparation of lecturers, self-esteem of own teaching and educational skills, and the assessment of the usefulness of knowledge and skills acquired at university. Placement supervisors were asked to assess the students' teaching and educational skills, indicate the strengths and weaknesses of the teaching practice program and gaps in the students' pedagogical preparation. In both questionnaires, closed, open and semi-open questions were used. For the purposes of this research, from the surveys on the quality of education in the field of Physical Education, Kazimierz Wielki University in Bydgoszcz, in the context of the teaching practice implementation, we selected only the questions regarding the self-esteem of students and evaluation by placement supervisors. Statistical analyses were conducted with the program STATISTICA 12 (license for UKW). To verify the hypotheses, the Wilcoxon test was applied. The significance threshold was set at $\alpha = 0.05$. The results were considered statistically significant when the calculated probability p met the inequality $p < 0.05$. The questionnaires were completed by full-time and extramural students. The research was carried out in the academic years 2013/2014 and 2014/2015. Most of the respondents were male students (57.3%), people aged 21–22 (45.9%), and full-time students (66.4%). The figures are presented in Table 1.

Table 1. Comparison of the students involved in the research based on sex, age, year of study, mode of study, and the place of teaching practice

		N	Percent
Sex	female	267	42.7
	male	358	57.3
Age	up to 20 years of age	11	1.8
	21–22 years	287	45.9
	23–24 years	253	40.5
	25 years and older	74	11.8
Year of study	II	123	19.7
	III	339	54.2
	I MU (complementary master studies)	163	26.1
Mode of study	full-time	415	66.4
	extramural	210	33.6
Site of teaching practice	primary school	216	34.6
	junior secondary school	246	39.4
	upper-secondary school	163	26.1

Among teachers – placement supervisors, the largest group were male subjects (63.8%) and people between 41 and 55 years old. Most of the surveyed teachers had a master's degree (87.5%) and more than half of them were licensed teachers (63.2%). Figures are displayed in Table 2.

Table 2. Comparison of the teachers involved in the study based on sex, age, seniority, and education

		N	Percent
Sex	female	226	36.2
	male	399	63.8
Age	up to 30 years of age	34	5.4
	31–40 years	257	41.1
	41–55 years	317	50.7
	55 years and older	17	2.7
Seniority	up to 5 years	21	3.4
	6–10 years	105	16.8
	11–15 years	153	24.5
	16–20 years	126	20.2
	21–25 years	103	16.5
	25 years and more	117	18.7
Education	secondary	0	0.0
	higher vocational (BA)	6	1.0
	master's degree (other than PE)	68	10.9
	master's degree (PE)	547	87.5
Professional advancement degree	teacher trainee	3	0.5
	contract teacher	31	5.0
	appointed teacher	196	31.4
	licensed teacher	395	63.2

Results

The analysis of the students' self-esteem and evaluation within their didactic and educational skills were divided into the following parts:

4. Writing a lesson plan for Physical Education in functional terms.
5. The range of exercises.
6. The student's activities while conducting a PE lesson independently.

A six-mark scale was used for the assessment, where 0 means the lack of skills, 1 – very poor, 2 – poor, 3 – average, 4 – good, and 5 – very good.

Table 3 presents the self-esteem of students against the evaluation given by placement supervisors from the first part of the survey. Writing a lesson plan for Physical Education in functional terms was assessed. Over half of full-time students (57.6%) assessed their abilities to write a plan as good, and more than a third of them as very good (33.3%). Taking into account the type of discipline when writing a lesson plan, more than half of the students assessed their skills as good (56.4%), similarly to the so called "hard conditions" (49.4%), and the level of physical capabilities displayed by children (53.5%). About one third of the students participating in the study evaluated their skills of writing a lesson plan considering the above-mentioned conditions as very good. In all cases, the teachers' marks were higher than those given by full-time students. In addition to the percentage distribution, this is indicated by the average mark. With regard to writing a lesson plan regardless of the type of a didactic task, very good marks were given by 73.5% of placement supervisors. Taking into account the type of a discipline, it was 70.6%, the level of physical capabilities presented by children – 62.7%, and in hard conditions – 65.5%. In all cases, statistically significant differences were observed between the students' self-esteem and evaluation by placement supervisors ($p = 0.0000$ for the Z test). Placement supervisors rated the skills of writing a lesson plan significantly higher than the students.

Table 3. Full-time students' self-esteem against evaluation by placement supervisors on writing a lesson plan for Physical Education in functional terms

No. of question	Group	Mark (%)						Wilcoxon Test		Average mark
		lack of skills	very poor	poor	average	good	very good	Z	p	
P.1a	S	0.0	0.0	0.0	9.2	57.6	33.3	10.0	0.0000	4.11
	T	0.0	0.0	0.0	1.2	25.3	73.5			4.72
P.1b	S	0.0	0.0	0.5	12.1	56.4	31.1	10.1	0.0000	4.08
	T	0.0	0.0	0.0	1.7	27.7	70.6			4.69
P.1c	S	0.0	0.0	0.5	21.2	53.5	24.8	10.3	0.0000	3.97
	T	0.0	0.0	0.2	3.4	33.7	62.7			4.62
P.1d	S	0.0	0.0	2.7	21.0	49.4	27.0	9.9	0.0000	3.95
	T	0.0	0.2	1.0	4.1	29.2	65.5			4.62

Note: S – student; T – teacher; P.1a Writing a lesson plan for Physical Education regardless of the type of a didactic task; P.1b Writing a lesson plan for Physical Education regardless of the type of a discipline taught at university; P.1c Writing a lesson plan for Physical Education considering the different level of physical capabilities displayed by children of one class; P.1d Writing a lesson plan for Physical Education considering the so called "hard conditions" (lack of a school gym, lack of adequate sport equipment, etc.).

The second part of the survey was to assess the range of methodological exercises (Table 4). About a third of the students rated the range of methodological exercises: to perform different didactic tasks as very good (27.5%), to ensure the introduction and the main part A in a varied way (38.6%), to ensure the main part B and the

final part in a varied way (37.4%). The same aspects were evaluated by placement supervisors who rated the range of methodological exercises as very good in most full-time students (70.8%, 76.1% and 74.9%, respectively). In this part of the survey, significant differences were observed between the students' self-esteem and evaluation by placement supervisors also in all cases ($p = 0.0000$ for the Z test). Placement supervisors gave significantly higher marks for the range of methodological exercises than PE students.

Table 4. Full-time students' self-esteem against evaluation by supervisors concerning the range of methodological exercises

No. of question	Group	Mark (%)						Wilcoxon Test		Average mark
		lack of skills	very poor	poor	average	good	very good	Z	p	
P.2a	S	0.0	0.0	1.5	12.1	59.0	27.5	10.9	0.0000	4.16
	T	0.0	0.0	0.0	2.4	26.8	70.8			4.71
P.2b	S	0.0	0.0	0.5	11.6	49.4	38.6	9.6	0.0000	4.22
	T	0.0	0.0	0.0	2.2	21.7	76.1			4.74
P.2c	S	0.0	0.0	0.7	9.4	52.5	37.4	9.6	0.0000	4.21
	T	0.0	0.0	0.0	2.2	22.9	74.9			4.72

Note: S – student; T – teacher; P.2a The range of methodological exercises to perform different didactic tasks; P.2b The range of methodological exercises to ensure the introduction and the main part A in a varied way; P.2c The range of methodological exercises to ensure the main part B and the final part in a varied way.

In the last part of the questionnaire, self-esteem and evaluation covered the tasks while conducting a PE lesson independently. All data are included in Table 5. First, organizational activities (gathering, checking the attendance, distributing the equipment, etc.) were assessed. The average mark provided by full-time students was 4.53 and by teachers – 4.77. Almost half of the young people (47.2%) rated their skills of assigning particular exercises to pupils as very good. The average mark was 4.37, and the placement supervisors' average mark turned out to be higher again reaching 4.69. Teachers' marks were higher than the self-esteem of full-time students when it comes to the assessment of making use of the space for exercises (S-4.42; T-4.71), controlling the lesson time (S-4.22; T-4.59), maintaining classroom discipline (S-4.3; T-4.66) or developing motivation for active participation in the lesson (S-4.27; T-4.74). Demonstration of an exercise for every sports discipline taught at university was further evaluated. Almost half of the surveyed students (45.3%) evaluated their skills as very good as opposed to 82.2% of placement supervisors giving the same mark. One of the more important tasks during each Physical Education lesson includes correcting mistakes made by pupils. Such skills were rated as very good by 43.4% of students and by a significant proportion of teachers (63.4%). One-third of the students (31.6%) and more than half of the teachers (57.8%) evaluated the skills of resolving educational issues occurring during a lesson as very good. The last issues to be assessed in the study included co-educational groups, large number of groups of pupils doing exercises, as well as providing protection and security during exercises. Here, the average mark given by students was lower than the average mark provided by supervisors (S-4.13 T-4.58, S-4.07 T-4.58 and 4.38 T-4.76, respectively). Without exception, all Wilcoxon test results comparing students' self-esteem to evaluation expressed by their supervisors are statistically significant ($p = 0.0000$ for the Z test). The comparison of the percentage distributions and average marks clearly shows that evaluation given by placement supervisors was usually higher than the students' self-esteem.

Table 5. Full-time students' self-esteem against evaluation by supervisors concerning the student's activities while conducting a PE lesson independently

No. of question	Group	Mark (%)						Wilcoxon Test		Average mark
		lack of skills	very poor	poor	average	good	very good	Z	p	
P.3a	S	0.0	0.0	0.7	5.5	34.2	59.5	4.9	0.0000	4.53
	T	0.0	0.0	0.2	2.2	21.0	76.6			4.77
P.3b	S	0.0	0.5	0.2	8.7	43.4	47.2	6.6	0.0000	4.37
	T	0.0	0.0	0.5	2.9	24.3	72.3			4.69
P.3c	S	0.0	0.0	0.0	4.1	51.1	44.8	6.4	0.0000	4.42
	T	0.0	0.0	0.2	3.6	21.9	74.2			4.71
P.3d	S	0.0	0.2	2.7	12.5	45.1	39.5	7.1	0.0000	4.22
	T	0.0	0.0	0.7	3.9	33.3	62.2			4.59
P.3e	S	0.0	0.7	0.5	9.9	49.6	39.3	8.1	0.0000	4.30
	T	0.0	0.0	0.0	2.4	28.4	69.2			4.66
P.3f	S	0.2	0.0	0.7	13.3	52.5	33.3	10.0	0.0000	4.27
	T	0.0	0.0	0.0	2.4	22.2	75.4			4.74
P.3g	S	0.0	0.0	0.7	10.1	43.9	45.3	9.2	0.0000	4.40
	T	0.0	0.0	0.2	1.7	15.9	82.2			4.80
P.3h	S	0.0	0.0	0.7	9.9	46.0	43.4	5.9	0.0000	4.31
	T	0.0	0.0	0.5	1.9	34.2	63.4			4.62
P.3i	S	0.0	0.2	1.5	14.2	52.5	31.6	7.3	0.0000	4.16
	T	0.2	0.0	0.5	4.3	37.1	57.8			4.54
P.3j	S	0.5	0.2	1.9	14.5	48.2	34.7	7.9	0.0000	4.13
	T	1.9	0.0	0.2	2.9	25.8	69.2			4.58
P.3k	S	0.0	0.2	1.2	18.3	49.6	30.6	8.1	0.0000	4.07
	T	0.2	0.2	1.0	4.1	32.5	61.9			4.58
P.3l	S	0.2	0.0	0.5	8.7	45.5	45.1	8.1	0.0000	4.38
	T	0.0	0.0	0.2	1.9	20.5	77.4			4.76

Note: S – student; T – teacher, while conducting a PE lesson independently; P.3a organizational activities (gathering, checking the attendance, distributing the equipment, etc.); P.3b assigning particular exercises to pupils; P.3c making use of the space for exercises; P.3d controlling the lesson time; P.3e maintaining classroom discipline; P.3f developing motivation for active participation in the lesson; P.3g demonstration of an exercise for every sports discipline taught at university; P.3h correcting mistakes made by pupils; P.3i resolving educational issues occurring during a lesson; P.3j coeducational groups; P.3k large number of groups of pupils doing exercises; P.3l providing protection and security during exercises.

An analysis of self-esteem and assessment of didactic and educational skills was also conducted for extramural students. Table 6 presents the findings applying to writing a lesson plan in functional terms. Slightly more than half of the students assessed the ability of writing a lesson plan for Physical Education regardless of the type of a didactic task as good (54.3%), and almost a third as very good (29.5%). Like in the case of full-time students, placement supervisors' marks turned out to be more favorable. As much as 66.2% of placement supervisors rated this ability as very good. In terms of writing a lesson plan for Physical Education considering the type of a discipline taught at university, the number was 63.3%, the level of physical capabilities displayed by children – 58.1%, and in the case of hard conditions – 62.9%. In all cases, statistically significant differences were observed between the students' self-esteem and evaluation by placement supervisors ($p = 0.0000$ for the Z test). Supervisors evaluated the skills of writing a lesson plan significantly higher than the students.

Table 6. Extramural students' self-esteem against evaluation by placement supervisors within writing a lesson plan for Physical Education in functional terms

No. of question	Group	Mark (%)						Wilcoxon Test		Average mark
		lack of skills	very poor	poor	average	good	very good	Z	p	
P.1a	S	0.0	0.0	0.0	16.2	54.3	29.5	7.51	0.0000	4.13
	T	0.0	0.0	0.0	1.0	32.9	66.2			4.65
P.1b	S	0.0	0.0	0.0	20.0	56.2	23.8	8.11	0.0000	4.04
	T	0.0	0.0	0.0	3.3	33.3	63.3			4.60
P.1c	S	0.0	0.0	1.4	29.1	49.1	20.5	8.49	0.0000	3.89
	T	0.0	0.0	0.5	3.3	38.1	58.1			4.54
P.1d	S	0.0	0.0	2.4	29.1	44.3	24.3	7.89	0.0000	3.90
	T	0.0	0.0	0.5	6.7	30.0	62.9			4.55

Note: S – student; T – teacher; P.1a Writing a lesson plan for Physical Education regardless of the type of a didactic task; P.1b Writing a lesson plan for Physical Education regardless of the type of a discipline taught at university; P.1c Writing a lesson plan for Physical Education considering the different level of physical capabilities displayed by children of one class; P.1d Writing a lesson plan for Physical Education considering the so called "hard conditions" (lack of a school gym, lack of adequate sport equipment, etc.).

The next part of the survey was intended to evaluate the range of methodological exercises (Table 7). About one-third of the extramural students assessed the range of methodological exercises as very good: to perform different didactic tasks (32.9%), to ensure the introduction and the main part A in a varied way (38.1%), to ensure the main part B and the final part in a varied way (34.8%). The same aspects were evaluated by placement supervisors who rated the range of methodological exercises as very good in the majority of full-time students (69.1%, 69.5%, and 70.0%, respectively). In this part of the survey, statistically significant differences were also observed in all cases between the students' self-esteem and assessment by teachers ($p = 0.0000$ for the Z test). Placement supervisors evaluated the range of methodological exercises significantly higher than the students.

Table 7. Extramural students' self-esteem against evaluation by placement supervisors concerning the range of methodological exercises

No. of question	Group	Mark (%)						Wilcoxon Test		Average mark
		lack of skills	very poor	poor	average	good	very good	Z	p	
P.2a	S	0.0	0.0	1.0	15.2	51.0	32.9	7.04	0.0000	4.16
	T	0.0	0.0	0.0	2.4	28.6	69.1			4.67
P.2b	S	0.0	0.0	1.4	15.7	44.8	38.1	6.33	0.0000	4.20
	T	0.0	0.0	0.0	4.8	25.7	69.5			4.65
P.2c	S	0.0	0.0	0.5	17.1	47.6	34.8	6.88	0.0000	4.17
	T	0.0	0.0	0.5	2.9	26.7	70.0			4.66

Note: S – student; T – teacher; P.2a The range of methodological exercises to perform different didactic tasks; P.2b The range of methodological exercises to ensure the introduction and the main part A in a varied way; P.2c The range of methodological exercises to ensure the main part B and the final part in a varied way.

Then, the results concerning self-esteem and evaluation of tasks while conducting a PE lesson independently were analyzed. All data are presented in Table 8. The evaluation scope covered organizational activities (gathering, checking the attendance, distributing the equipment, etc.), assigning particular exercises to pupils, making use of the space for exercises, controlling the lesson time, maintaining classroom discipline, developing motivation for active participation in the lesson, demonstration of an exercise for every sports discipline taught at university, correcting mistakes made by pupils, resolving educational issues arising during a lesson, co-educational groups, large number

of groups of pupils doing exercises, and providing protection and security during exercises. A very good mark in this regard was given by 25.7% to 60.0% of extramural students and from 52.4% to 73.8% of placement supervisors. In this part of the survey, statistically significant differences were also observed in all cases between the students' self-esteem and evaluation by teachers ($p = 0.0000$ for the Z test). Placement supervisors gave significantly higher marks to tasks performed by extramural students while conducting a PE lesson independently than the student's self-esteem.

Table 8. Extramural self-esteem against evaluation by placement supervisors concerning a teacher's tasks while conducting a PE lesson independently

No. of question	Group	Mark (%)						Wilcoxon test		Average mark
		lack of skills	very poor	poor	average	good	very good	Z	p	
P.3a	S	0.0	0.0	0.5	3.8	35.7	60.0	2.97	0.0030	4.55
	T	0.0	0.0	0.0	1.4	24.8	73.8			4.72
P.3b	S	0.0	0.0	1.4	9.1	44.8	44.8	4.53	0.0000	4.33
	T	0.0	0.0	0.0	1.9	34.8	63.3			4.61
P.3c	S	0.0	0.0	0.5	7.1	48.1	44.3	4.40	0.0000	4.36
	T	0.0	0.0	1.0	1.9	30.0	67.1			4.63
P.3d	S	0.0	0.0	1.9	17.1	41.0	40.0	4.71	0.0000	4.19
	T	0.0	0.0	0.5	4.3	37.1	58.1			4.53
P.3e	S	0.0	0.5	0.5	10.0	48.1	41.0	3.79	0.0002	4.29
	T	0.0	0.0	0.5	5.2	34.8	59.5			4.53
P.3f	S	0.0	0.0	1.0	9.5	55.2	34.3	6.47	0.0000	4.23
	T	0.0	0.0	0.0	1.4	29.1	69.5			4.68
P.3g	S	0.0	0.0	1.0	11.0	50.0	38.1	6.30	0.0000	4.25
	T	0.0	0.0	0.0	1.0	28.6	70.5			4.70
P.3h	S	0.0	0.0	0.5	14.8	51.4	33.3	4.77	0.0000	4.18
	T	0.0	0.0	0.0	6.7	35.2	58.1			4.51
P.3i	S	0.0	0.5	1.0	14.8	51.0	32.9	4.19	0.0000	4.15
	T	0.0	0.0	1.0	6.2	40.5	52.4			4.44
P.3j	S	0.0	0.5	1.9	18.6	47.6	31.4	6.07	0.0000	4.08
	T	0.0	0.0	0.5	3.8	38.6	57.1			4.52
P.3k	S	0.0	0.5	1.9	23.3	48.6	25.7	6.61	0.0000	3.97
	T	0.0	0.0	0.0	5.7	41.0	53.3			4.48
P.3l	S	0.0	0.5	1.4	3.8	51.9	42.4	5.27	0.0000	4.34
	T	0.0	0.0	0.0	2.9	25.7	71.4			4.69

Note: S – student; T – teacher, while conducting a PE lesson independently; P.3a organizational activities (gathering, checking the attendance, distributing the equipment, etc.); P.3b assigning particular exercises to pupils; P.3c making use of the space for exercises; P.3d controlling the lesson time; P.3e maintaining classroom discipline; P.3f developing motivation for active participation in the lesson; P.3g demonstration of an exercise for every sports discipline taught at university; P.3h correcting mistakes made by pupils; P.3i resolving educational issues occurring during a lesson; P.3j coeducational groups; P.3k large number of groups of pupils doing exercises; P.3l providing protection and security during exercises.

Discussion

Proper preparation for conducting teaching practice and adequate planning of the practice predispose students not only to pursue the teaching profession but also to resolve educational issues in future work with children and adolescents. Teaching placements have been the subject of seminars, conferences and symposia for a long time, e.g. "Model teaching placement program in educating future teachers", national scientific conference "Teaching

practice as an important link in the process of educating pre-school and early school teachers"; or theoretical and methodical conference "Professional placement – professional teachers. On enhancing the quality of teaching practice". In numerous scientific publications, much attention has been paid to teaching placements presenting both the objectives, scope and tasks of teaching practice as well as examples of practical solutions intended to improve teaching practice (Fabiś, Jachnik, Laurentowski, 1978; Kacperczak, 1978; Mańkowska, 1981; Kosińska, 2000; Kitowska, Placzek, Wójciak, 2003; Umiastowska, Makris, 2003; Janikowska-Siatka, 2006; Glapa, 2011).

In the relevant literature, student placements are presented as a form of teaching to:

- gain professional experience,
- build a professional network of contacts in the area of interest,
- recognize an industry and gather information,
- use theoretical knowledge to solve problems,
- develop professional competencies (Narayanan, Olk, Fukami, 2010; Templeton, Updyke, Bennett, 2012).

Self-assessment comprises an essential element of future PE teachers' interpersonal competencies. Adequate self-esteem is highly desirable in the teaching profession. A teacher who is sure about their skills has a great opportunity to build such an educational atmosphere that promotes personal development and establishing mutually satisfying contacts (Zubrzycka-Maciąg, 2007).

When participating in teaching practice, most full-time and extramural students rated their didactic and educational skills as good or very good. The mode of study was not significant in this case. Similar outcomes were obtained from the research carried out in 2012 at the Poznan University of Physical Education (Bronikowski, Kantanista, 2013). The aim of the research conducted AWF in Poznan was to determine the level of the students' preparation for taking part in teaching practice before placement commencement in the second year of studies. The surveyed students evaluated their preparation for work at school (during placements) as the lowest in the field of organizational competencies and the highest within educational skills.

Self-assessment of the physical education students' skills was also raised by the Wroclaw community (Koszczyk, Skarol, Wójcik, 2003). Preparation for work as a physical education teacher was highly evaluated by 92% of students after placement in primary school and by 94% of students conducting practice in junior high school.

Evaluation by placement supervisors turned out to be higher than assessment expressed by Kazimierz Wielki University students. These findings apply to both full-time and extramural students. The purpose of research conducted by S. Skibniewski (2011) was to find out the opinions of physical education teachers acting as placement managers about the competencies of physical education students graduating from the Józef Piłsudski University of Physical Education in Warsaw. The teachers involved in the study evaluated the students' moral and communication competencies as the highest, whereas the creative, IT and media competencies as the lowest. Own research does not confirm the findings of the study carried out by M. Sobieszczyk (2013). The analysis of the research showed that in the opinion of placement supervisors, the students' preparation within educational sphere was the worst. They pointed out that, regarding the students' assessment, emphasis should be placed not only on the level of theoretical knowledge, but above all on practical knowledge and the ability to establish a dialogue with pupils.

The conducted research proves the importance of further monitoring of physical education students' preparation for fulfilling the duties provided for in teaching practice programs. The conclusions drawn from such research prove invaluable when introducing changes in the mode of their preparation as well as within classes of physical education didactics or general didactics.

Conclusions

In this study examining self-esteem of full-time and part-time physical education students of the Kazimierz Wielki University in Bydgoszcz, participating in teaching practice, within didactic and educational skills and comparing this self-esteem with evaluation by teachers – placement supervisors, the authors came to the following conclusions:

- the majority of full-time and extramural students assessed their didactic and educational skills as good or very good,
- both full-time and extramural students were very well prepared for teaching practice Physical Education,
- the comparison of the percentage distributions and average marks clearly shows that evaluation given by placement supervisors was usually higher than the students' self-esteem.

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