

Influence of the Intersection of Professional Seniority and Gender of Tunisian PE Teachers on Didactic Practice

Mounira Ben Chaifa¹ and Ghazi Racil^{2*}

¹Department of Didactics, Higher Institute of Education and Continuing Education, Tunisia

²Research Laboratory (LR23JS01) "Sport Performance, Health & Society", Higher Institute of Sport and Physical Education of Ksar Said, University of Manouba, Tunis, Tunisia

***Corresponding Author:** Ghazi Racil, Research Laboratory (LR23JS01) "Sport Performance, Health & Society", Higher Institute of Sport and Physical Education of Ksar Said, University of Manouba, Tunis, Tunisia.

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Abstract

Teaching practice is the set of regularities of educational intervention. The coordination and complementarity between all of these regularities of intervention is a necessity for the success of the teaching profession. We seek in this study the influence of the intersection of professional seniority and gender of PE teachers on teaching practice. We collaborated with 30 participants, including 20 PE teachers, 10 experienced and 10 beginners, and 10 intern students. We filmed gymnastics sessions and we carried out self-confrontation interviews with the participants. Our results show that the professional seniority and the gender of the PE teacher, crossed, impact the teaching practice. The choice of strategy of women, during different stages of professional seniority, is more efficient than that of men. Experienced teachers, men and women, weave, over the years of the profession, different strategies to suitably succeed in their teaching practices. While beginning teachers, male and female, follow in the footsteps of experienced teachers. On the other hand, student interns, men and women, know what to do but, they do not yet know how to do it.

Keywords: Teaching Practice; Professional Seniority; Gender of Teacher; Regularities of Intervention

Introduction

The notion of educational intervention takes into account the components that underpin the interactions between learner subjects, knowledge and one or more teachers in a specific socio-educational and socio-cultural context [1,2]. Following the conceptual analysis, these authors demonstrate that the educational intervention is multidimensional combining the didactic, psych pedagogical, organizational and institutional and social dimensions. Teaching practices are influenced by multiple factors related to the teacher, the student, the class, the school... therefore the "how to teach" requires addressing the social relationship in situation that binds a teacher and his students. around a teaching content planned to be acquired, that is to say on "all the gestures and words that establish these interactions so as to identify in the first place their effective configuration" [1]. Whereas, teaching practice is identified by Altet [3] with "a person's singular way of doing things, his real, specific way of carrying out a professional activity" [3]. The author does not only put all the observable acts, action, reaction to designate the practice, but propagates the meaning to include the processes of implementation of the activity in

a given situation by a person. The teaching practice “covers both the singular way of doing, “the doing specific to this person” and “the procedures for doing” which correspond to a professional function” [3]. For Vinatier and Altet [4], teaching practice is assimilated to the implementation of knowledge, processes and skills in action of a person in a professional situation. Altet [3] affirms that the analysis of the teaching practice deserves to take into consideration, at the same time, the pedagogical and didactic management of the contents as well as, the interactivity in the context where the teaching practice occurs (in situation) and to understand the meanings that emerge *in situ* and that are taken into account by the authors. What happens *in situ* during the unfolding of the teaching-learning situation must be taken into consideration to understand the educational intervention of the teacher. For Pelletier and Jutras [5] and Visioli and Petiot [6] the key is not to learn how to plan learning content well but rather to learn to adapt and adjust and take stock during professional action and to focus on the essential aspects of teaching situations. According to Lacourse [7] taking professional routines as a guide to daily action in the classroom and identifying the characteristics are essential for any teacher who intends to take a reflective look at his or her classroom management. Once these routines are installed and successful, the teacher can focus his attention on the knowledge to be built with the students. The context and the object of the teaching of physical education (PE) are particular, on the one hand, the places of teaching are multiple (field, room, swimming pool) and on the other hand, the contents taught are also part of a particular context, linked, on the one hand, to the various fields of knowledge (psychology, sociology, physiology, etc.) and on the other hand, they are part of the social practices of reference [8]. For Sarthou [9] teaching PE is certainly teaching physical and sports activities (PSA) to induce, on the one hand, to the educational and didactic reflections of the teacher and on the other hand, to contribute to the education, psychomotor, socialization and autonomy in students. Lessard and Schmidt [10], assert that the teacher must establish a certain balance between several tasks and functions in order to really help the student to develop his skills. The teacher must take into consideration the class group but also the individual differences, he must also allow the cognitive and socio-emotional development of the pupils he must promote and maintain a climate conducive to learning while using pedagogical approaches fulfilling the various student needs. For Brun and Gal-Petitfaux [11], It is on the temporal and spatial organization that the lessons are strongly based. The dynamics of social interactions, teacher-student and student-student, are organized by the topography of the premises. The architectural configuration, the spatial arrangement of the students and the objects present are likely to orient the form of the activities taking place in the classroom. According to Saury, Ria [12], to achieve targeted transformations in students, the PE teacher prepares environments likely to allow student learning. Thus, whatever the reference learning theory used, the preparation of appropriate and effective spatiotemporal and material devices is at the heart of his professional activity.

Methodology

During this research, we wondered if the intersection of professional seniority and gender of the teacher affects the teaching practice during gymnastics sessions? To answer this question, a total of 30 participants were recruited for the experiment. Ten experienced teachers (5 men and 5 women whose teaching experience ranged 21years \pm 9 years constituted the first and the second research group (ETM- experienced teacher man and ETW- experienced teacher women). Ten newly appointed teachers (5 men and 5 women whose seniority ranged 4 years \pm 1year) constituted the third and fourth research group (BTM - beginner teacher man and BTW- beginner teacher women). Ten student trainees (5 men and 5 women) in the initial phase of their training to become teachers constituted the fifth and the sixth research group (STM - student trainee man and STW-student trainee women). ST participants were at the end of their academic training, in the third year of a fundamental license in physical education and they participate at a pedagogical internship within secondary establishments with a rate of two practical sessions per week. Participation in the research was voluntary, and all participants were provided with prior information regarding the research framework and conditions. To achieve the research objective, two investigative techniques were employed: 1) video recording of PE sessions and 2) self-confrontation interviews (VanCranach, Kalbermatten, Indermuhle, and Gugler, 1982).

Video recording of PE sessions was conducted, with each teacher being recorded during two sessions. The average duration of each session was 55 minutes. The teachers' interactions were captured on video *in situ* using three digital cameras. One camera (Go Pro 4, 1080

x 60), was attached to the teacher’s head, allowing for unrestricted movement and capturing all verbal communications and targeted angles. A second camera (CISCO Flip video, 1280 x 720), operated by the researcher, followed the teacher’s movements from a respectful distance, capturing wide shots of all the teacher’s interactions with the students. The third camera (Canon Digital IXUS 100 IS, 1280 x720), mounted on tripods in a corner of the gymnasium, provided wide framing shots, ensuring continuous visibility of the teacher and all the students. Self-confrontation interviews were conducted immediately after the practical session to document the teacher’s pre-reflective experience (Theureau, 1992). A laptop computer and a video projector were utilized to view the recorded lesson. A tape recorder was used to audio record the post-lesson interviews. The playback of the videotape could be paused, advanced, or rewound at any time, as requested by the teacher or the researcher. The teacher was engaged in a semi-structured dialogue, prompted by open-ended questions based on the video, to explain their actions, thoughts, considerations, perceptions, and feelings during the session (Vermersch, 1994), without seeking justifications. The self-confrontation interviews were transcribed. The practical sessions were transcribed in a two-part table, with the first part focusing on the actions of the teacher and students, and the second part containing the verbatim of the teacher.

In a second step, we submitted the verbatim of the recordings as well as the answers of the self-confrontation interviews to the technique of content analysis in the form of grids containing the pedagogical (Handing of pedagogical material, student training, breach of the social contract, student motivation and security measures) and didactic (Presentation and explanation of stains, didactic regulation, technical didactic regulation, breach on didactic contract, demonstration, handing didactic material) managements according to the professional seniority and the gender of the teacher. In the last step, we submitted the collected data to statistical processing using the SPSS software where we applied the chi-square test and we also used the calculation of the percentages for well-determined data. We also calculated the success rates of the sessions (session success percentages) with the following formula (rule of three): $\text{Session success rate} = (\text{Number of students who have achieved the objective of the lesson} \times 100) / (\text{Total number of students per class})$. A successful student is a student who has fulfilled the success criteria of the reference situation which directly relates to the objective of the practical session. the teacher is responsible for evaluating the success of the student since it is he who sets the criteria for success.

Results and Interpretations

Pedagogical and didactic management according to the professional seniority and the gender of the PE teacher

We analyzed the teacher’s intervention at the levels where the teaching practice represents a regularity of intervention (the regularities of intervention are the acts and tasks that the PE teacher does on a regular and unavoidable basis several times at each session for pedagogical and didactic management, for example, divides the students into working groups, distributes the pedagogical material, explains, demonstrates, corrects, motivates secure...) among all teachers, including trainee students. We submitted our results to the square K test, table 1 summarizes the results obtained.

Pedagogical and didactic management	P-value
Material handling	.26
Formation of student groups	.42
Presentations and explanations of stains	.47
Demonstration of the technical gesture	.16
Gesture technique correction	.18
Follow and order the application of the instructions	.22
Didactic regulations and adjustments	.003

Table 1: Pedagogical and didactic management vs professional seniority and the gender of the PE teacher.

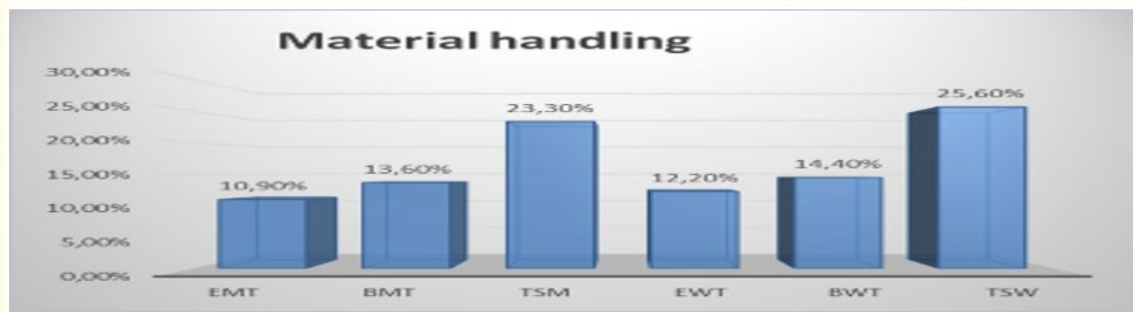
Interpretations: According to table 1, there are no significant differences between the pedagogical and didactic management and the professional seniority and the gender of the practitioner except at the level of didactic regulations and adjustments. All teachers, including trainee students, use the same regularities of pedagogical and didactic intervention. While for the didactic regulation is used differently between the participants.

Percentages of pedagogical and didactic management according the professional seniority and the gender of the PE teacher

The pedagogical and didactic management that are carried out during the gymnastics sessions are submitted in percentages. The following histograms schematize the results obtained.

Material handling

We submitted the manipulation of the material carried out by the participants during the gymnastics sessions to the percentages. The results are schematized by the following histogram.



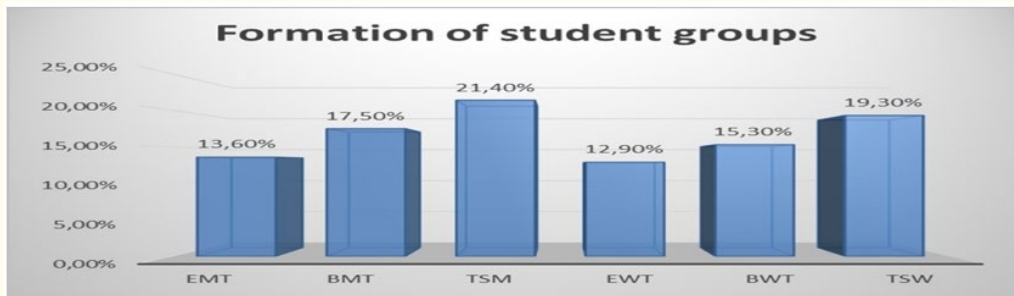
Histogram 1: Percentages of material handling during gymnastics sessions.

Interpretations: According to histogram 1, we notice that the teachers participating in our experiment all manipulate the teaching material during the practical sessions but at different percentages. We notice that women move the educational material more during teaching practice than men during the different stages of professional seniority. We also notice that experienced male and female teachers score the lowest percentages for material handling during gymnastics sessions. While student trainees handle teaching materials much more compared to teachers. The trainee student manipulates and moves the teaching material more, which shows poor management of space. Changes and setting up the equipment take time to the detriment of learning time, which directly reduces the student’s motor commitment time. Trainee student says “I started a little late, setting up the equipment at the start of the session and the organizational changes during the session made me lose time. I dosed wrong maybe I have to plan all this before the lesson?”. While beginner teachers use the help of students to set up materials. A beginner teacher says “For me, I install the equipment before the arrival of the students and I try not to change too much and I have accustomed my students to helping me set it up during the session”. On the other hand, experienced teachers are more strategists; they distribute the material before the start of the session and keep the organization throughout the session and they exploit the professional routines that they have established from the beginning of the year. The experienced teacher says “I put rules of life from the start of the year so, during the year, I don’t waste a lot of time. For the installation of the material, it is before the arrival of the pupils. I choose an organization that can be used throughout the session. I work with groups of levels so I set up all the workshops in advance”. On the other hand, the female teacher acts more on the working environment. An experienced woman says “I put the equipment in place before starting the session, even the equipment for the workshop work, which saved me time. But that does not prevent me from modifying the organization during the session, adding a workshop or modifying or deleting another, just to meet

the needs of my students". The handling of teaching materials is impacted by the professional seniority and gender of the PE teacher. It improves over years of practice and teachers become more strategic. As well as women remain in the majority for the use of objects all along his career.

Formation of work groups

We subjected the formation of the groupings operated by the participants in the course of the gymnastic sessions to the percentages. The results are schematized by the following histogram.



Histogram 2: Percentages of formation of work groups during gymnastics sessions.

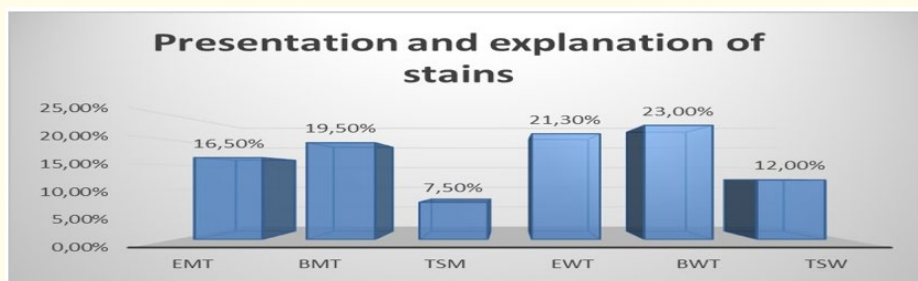
Interpretations: According to histogram 2, we notice that the teachers participating in our study, including the student trainees, contribute to the change in the training of the learners during the practical sessions. We also notice that male teachers exceed female teachers in terms of the change in student dispositions during each stage of professional seniority. A distinction of the percentages in favor of student trainees, male and female. While experienced teachers, both male and female, score the lowest percentages of change in student dispositions.

Student trainees, male or female, change the groupings and dispositions of the students more. These changes can come from poor planning or the inability to adapt to the reality of the classroom, thus negatively influencing the student’s learning time and stability. A trainee student testifies “I put the students in a single group and there I had problems, I knew afterwards that you have to work in groups of levels and according to gender, I divided the students and of course I changed the organization, it made me waste my time”. beginner teacher male and female teachers rank second for changes in learner positions. A beginner teacher says “The organization of the material and the sharing of students and space, all of this must be programmed and planned in advance and of course practically, we follow the evolution of the situation to make changes as we go. If a student succeeds in his workshop, I change him to another”. Thus, the beginner teacher knows that it is necessary to plan the organization of the places and the pupils before the arrival in class and he is ready to adapt to the reality of the class. Experienced teachers plan the organization of materials, the arrangement of students and the workshops. They leave nothing to chance. An experienced woman says “You have to know in advance the disposition of the students and the material organization so that it can be done quickly. So, you have to plan in advance and not during the session itself. I identify the right elements from the first competition and since then, with experience, I can have a clear idea of the levels of the students and the workshops that I have to do”. The experienced teacher uses an experiential repertoire that he has been able to develop during the exercise of the profession. According to the gender of the teacher, men change the dispositions of students more than women. The latter think that the student must be given more time to succeed. They play on the number of repetitions. Thus, they work with more stable groupings of students. A beginner woman testified “I prepare everything in advance, once there, I divide my students into workshops according to their levels.

The student wants to succeed and move from one workshop to another. I harness that willpower and tell them they can be successful and give them time to rehearse. The class will be well controlled and the teacher knows what he is going to do but, if each time he changes the material and changes the arrangement of the students, the latter will be disturbed”. The formation and distribution of work groups improves with professional experience, teachers weave more and more strategies to achieve the appropriate distribution of learners. Women mobilize more strategies to maintain the stability of student groups throughout their careers. The formation and distribution of work groups are influenced by the professional seniority and gender of the PE teacher.

Presentations and explanations of stains

We submitted the presentations and explanations of the tasks performed by the participants during the gymnastics sessions to the percentages. The results are schematized by the following histogram.



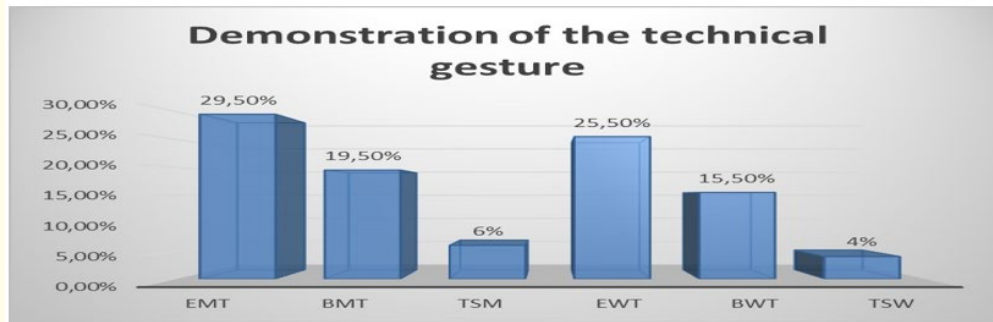
Histogram 3: Percentages of stain presentations during gymnastics sessions.

Interpretations: According to histogram 3 we notice that all the teachers, including the student trainees present and explain the tasks to be taught but at different percentages. We notice that the percentages of women exceed those of men throughout the different stages of professional seniority. We notice the highest percentage of presentation and explanation of tasks to be taught is marked by beginner women followed by the percentage of experienced women. While trainee students, men and women, score the lowest percentages of presentation and explanation of teaching tasks.

We notice that the female teachers take more care of the presentation and the explanation than the male teachers. A female teacher testifies “The explanation of each situation must be brief, clear and designed. At the same time, each time, we try to use media files, demonstrations to facilitate the task”. Thus, female teachers are helped by teaching materials and demonstrations to pass on information to students. What remains remarkable is that the intern students do not present and explain enough the tasks to be taught. A trainee student says “I try not to explain too much, sometimes I feel that the students are not listening to me. In addition, if I present too much I will waste time and I risk not completing the scheduled content. We can even explain when they are working”. The trainee student is sometimes overwhelmed by the students. He encounters control and authority problems so he avoids properly explaining the tasks to be taught. He still does not know that the student when he works does not listen to the teacher. He confuses between presentation and explanation of the situation or task and advanced instructions along the way for the correction of the student’s performance. He prefers to rely on instructions and feedback to remedy the meager presentation and advanced explanation.

Demonstration of the technical gesture

We submitted demonstrations of the technical gestures made by the participants during the gymnastics sessions to the percentages. The results are schematized by the following histogram.



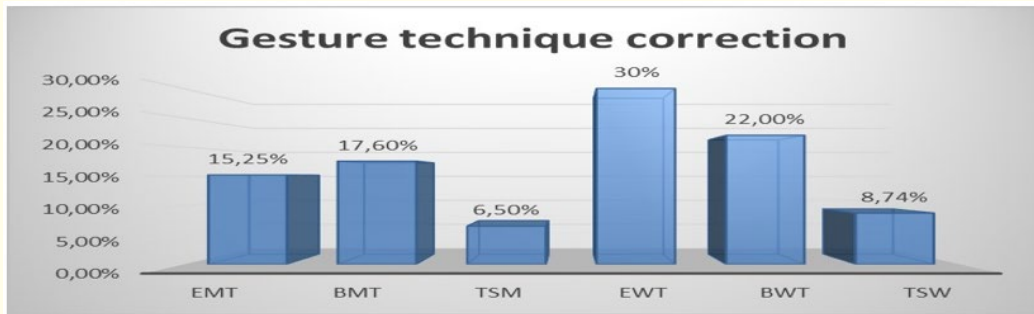
Histogram 4: Percentages of demonstrations performed by the teacher during gymnastics sessions.

Interpretations: According to histogram 4 we find that the teachers, including the trainee students, demonstrate the techniques of the gestures taught during the practical sessions but at different percentages. We notice that experienced teachers (male and female) demonstrate more than beginner teachers and trainee students. We also notice that men demonstrate this more than women at different stages of professional seniority. On the other hand, the student trainees score the lowest percentages for the demonstration of the technical gesture.

Demonstrations of technical gestures require a physical effort of strength, flexibility, coordination and balance, perhaps this is the reason why the percentages of demonstrations of technical gestures carried out by male teachers exceed those of female teachers at the different stages of education. professional seniority. An experienced teacher testifies “We were taught that a demonstration is worth a thousand words. The demonstration is very useful especially since the students have confidence in me so they accept what I ask of them and they want to imitate the gesture that I perform. It is enough to demonstrate the objective is almost achieved because the visual memory plays the game”. Although the female teachers scored the second position for the demonstrations of the technical gestures except that there are gymnastic technical elements that these women avoid performing them such as the inverted tense support. A female teacher says “The teacher encourages when he does the demonstration and the students always tell me Mrs. do you want to take the sports exam for us but I often remind them of my age and tell them that’s it I have more than 56 years old, no now, I’m afraid to get on my hands them they expect me to do it I said I’m just showing you the first sequence it’s up to you now and there is some encouragement”. Experienced teachers, male and female, are well aware of the importance of the role that demonstration plays in student learning, which is why they insist on using it extensively in their teaching practices. Beginner teachers also make a good percentage of the demonstrations because they follow in the footsteps of experienced teachers. On the other hand, the phenomenon which attracts attention and which evokes concerns is that the trainee students demonstrate much less than the teachers they use the students to demonstrate. A student intern says “There, I chose a student who correctly performs the handstand to show the whole class a demonstration of the handstand. I asked the rest of the class to observe the performer carefully and keep the image in their memory to imitate it later”. We wonder if they do not yet realize the importance of the demonstration during a PE session or for lack of mastery of the technique of the gesture that they teach. If it is the second case, it is serious because it is necessary to review the initial training of the students.

Gesture technique correction

We submitted the corrections of the techniques of the gestures, carried out by the participants in the course of the gymnastics sessions to the percentages. The results are schematized by the following histogram.



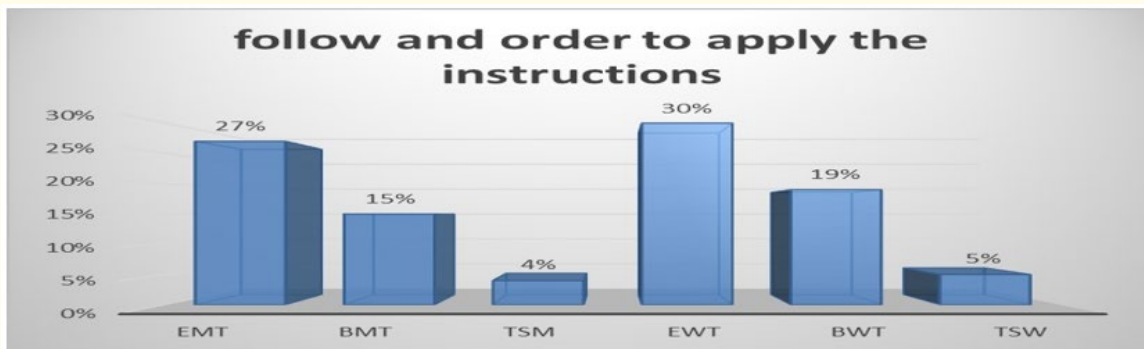
Histogram 5: Percentages of movement technique correction during gymnastics sessions.

Interpretations: According to histogram 5 we find that all the teachers, including the student trainees, contribute to the correction of the technique of the gesture to different percentages. We note the impact of the experience and gender of the PE teacher on the percentages of corrections made by the teacher during the practical sessions. We find that female teachers technically correct this more than male teachers to the detriment of the different stages of professional seniority. We notice that female beginners provide more technical corrections than experienced male teachers. While the male and female trainee students make less technical corrections during the teaching practice and score the lowest percentages.

Once again, the female teachers mark the point. Women correct technically more than men and this to the detriment of the different stages of professional seniority. Female teachers focus on details. They are meticulous and caring. A female teacher says “We cannot speak of a gesture being executed correctly without repetition, and with repetition the execution improves, the student’s performance improves, parasitic gestures, such as pulling his sweater touching his hair, eliminate, the student feels sure of himself and he learns the sequence. For the teacher at each repetition, he detects the faults and corrects them. I insist too much on aesthetics, coordination and the beauty of the gesture in the girl. Manly work, among boys, based on physical strength”. A beginner teacher says, “If I don’t correct and intervene, my students won’t have a chance to improve”. Male teachers are less attentive to detail and less passionate about correcting students. An experienced man testifies “The student must feel that the work is linked, each time he learns a new technical element, he links it to the previous ones, I work with three students for the correction, I try so that the student can perform a chaining at the end of the session even if the execution is not perfect, the student must get used to chaining the elements”. Experienced men work on the overall aspect of the sequence more than the details. On the other hand, the percentages of student trainees, men and women, remain low for the correction of the technical gesture. The lack of correction during learning will have a direct impact on the learning targeted by the learners and therefore on the achievement of the objective of the session. A trainee student says “I just asked to place the supports correctly, whip the free leg, bring the other leg back and then come back one leg after the other. The students do not understand quickly and they negotiate too much they do not even try and say that they do not succeed, especially the girls then there! I don’t know what more can I do?” The student trainee knows what to do but he does not know how to do it. The famous transition from theory to practice.

Follow and order the application of the instructions

We have submitted the fact of following and encouraging the application of the instructions, carried out by the participants in the course of the gymnastics sessions to the percentages. The results are schematized by the following histogram.



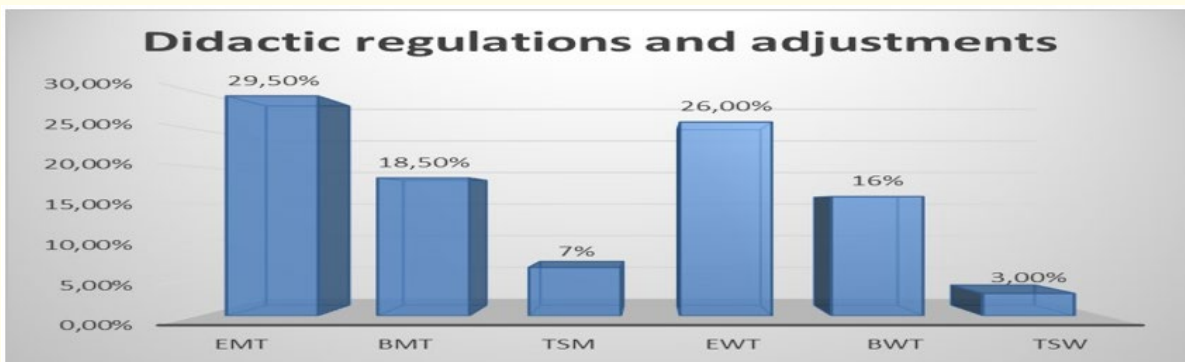
Histogram 6: Percentages of following and encouraging students to apply the instructions during gymnastics sessions.

Interpretations: According to histogram 6 we notice that the highest percentages of this item are in favor of experienced teachers, male and female, followed by beginner teachers, male and female, while trainee students, male and female, mark the lowest percentages. We also note an overrun of the percentages of women compared to the percentages of men, and this at the different stages of professional seniority. The women follow and encourage the students more to apply the instructions already given.

Experienced male and female teachers give instructions to students and follow them for the application of these instructions. They know well that on the one hand, the instructions are the keys to successful learning and on the other hand, that if there is no follow-up the students do not apply. Therefore, they follow, remind and help to apply the instructions to help improve the student's performance. An experienced female teacher says "If I don't correct and I don't intervene, the students won't have the chance to improve, so I intervene closely and help the student. This student has redone for the third time the pose of the fingers opens and not on the palms of the hands, so here I am intervening for the third time just for him to succeed". Women teachers insist more than men teachers on the application of the instructions already advanced at the different stages of professional seniority. A beginner female teacher testifies "For me, you always have to remember the student, the student is an eternal apprentice for me, you always have to act, renew knowledge even if you say it now, the student on application forgets immediately, during the motor application there is no more concentration, it moves away a little during the execution there is oblivion. That's why I come back and I stop on the mat and I remind them". On the other hand, male and female trainee students give only few instructions during their teaching practices. A trainee student says "If I stop during each situation because the students are not working properly or he is not applying what I have said to the letter, I will waste time, this may be to the detriment of the reference situation especially if there is an individual passage for the execution of the mini sequence". The students do not apply the instructions given by the student trainees. The latter do not seek to encourage students to follow the instructions so as not to waste time. So, the quality of execution counts little against the time saved.

Didactic regulations and adjustments

We submitted the didactic regulations and adjustments made, by all the participants during the teaching practice, to the percentages. The results are schematized by the following histogram.



Histogram 7: Percentages of didactic regulations during gymnastics sessions.

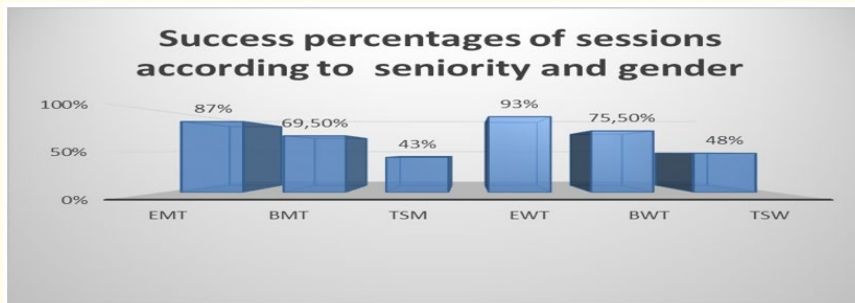
Interpretations: According to histogram 7 we notice that the teachers participating in our study, including the trainee students, all carry out didactic regulations and adjustments thus modifying their original theoretical planning. We also notice that the percentages differ according to the experience and gender of the teacher. Experienced male and female teachers are dominant for this item. Except that male teachers have a percentage advantage over female teachers for each stage of professional seniority. We also notice that the student trainees mark the lowest percentages for the didactic regulations carried out during the teaching practice.

Thus, the trainee student sticks to his plan and does not want to make changes to it, seeing that he has prepared it on the basis of the basics, and he hands over the failure to the student who lacks the will to work either by indiscipline for boys or weak physical strength for girls. A trainee student says “This is an initiation session for the simple forward roll, everything is already planned, the sheet is prepared on the basis, namely the level of the class, the workforce and I have prepared situations that are adapted to the physical and cognitive levels of my students. In principle, I don’t need any changes, everything is already planned. Except for the session there the students do not take the initiative to try, the boys are undisciplined and the girls are too weak physically”. The trainee student refuses to adapt to the reality of the class thereafter he is most confronted with the breach of the didactic contract. While the beginner teacher, even taking into consideration material conditions, the infrastructure and the number of his pupils during the planning, he is ready for changes to face the reality of the classroom and he prepares situations of reminders as a solution for students in difficulty. A beginner teacher testifies “I prepare my file around a real situation. I prepare a lesson adapted to the level of my students. I take into consideration the material conditions, the infrastructure and the number of students. So, I will not be forced to change except when the unexpected arises. The case of these two girls who come for the first time. I added a workshop, I facilitated the level to be able to send them, or bring them closer, at least, to the levels of the other girls, I always prepare emergency situations for such cases”. On the other hand, the experienced teacher makes changes and makes modifications without hesitation. He takes into consideration the real working conditions and puts, in the foreground, the success of the student. The experienced person uses solutions from an experiential repertoire that he has been able to develop over the years of work. An experienced teacher says “I make changes, I give more to the student, I give more instructions, I change the situation. I don’t know after thirty years of career, almost all blunders I know them by heart. Look there, there are girls who regress sometimes instead of progressing. Students are psychologically disturbed because of exams. These girls worked against the wall, I’m looking for the whipped, when we went on the carpet, I found that the free leg neither well known nor well sheathed, it is not yet programmed in their brain, I came back again at the primary stage there, work on the bench”. Regarding gender, male teachers are more flexible to changes along the way. A male teacher says “I noticed that there are two students in difficulty so there my intervention must be quick in the positive direction, I added a workshop which is not planned, to better facilitate their tasks, it is fact in the end they succeeded”. On the other hand, female

teachers remain more attached to their original plans and only change when they feel obliged to do so. A female teacher testifies “There, I came back to an initial stage of learning, these girls are absent a lot, they don’t understand that the work in gymnastics is continuous, and everything is programmed, there I find myself obliged, I don’t like to neglect the students who are working and who are there all the time to take care of the students who come from time to time, but hey, I’ll deal with it”. Women don’t feel the need for changes along the way, because they think everything is well planned. Except that they find themselves having to adapt to the unexpected.

Success rate of practical sessions according to professional seniority and gender of PE teacher

We calculated the success rates of the practical sessions. The results are schematized by the following histogram.



Histogram 8: Success rate of gymnastics sessions to the detriment of professional seniority and gender of PE teacher.

According to the histogram 8 we notice that the experienced teachers, male and female, mark the highest rates of success of gymnastics sessions followed by the beginner teachers, male and female, while the student trainees, male and female, mark the rates the weakest. We also notice that the success rates of the sessions marked by women exceed those marked by men during different stages of professional seniority.

The experienced teacher remains focused on student success. An experienced teacher testifies “I will always be up to the individual and collective qualities of my students, I always try to make an effort, I work according to the availability of the students, I invest myself selectively, I do what need when it needs to. It is enough to detect the problem there I intervene quickly. From experience, I know the students and their abilities well. I know if a student will succeed or not so I don’t waste time”. While the beginner teacher focuses more on the content to be taught and what he can modify to make his session successful. A beginner teacher declares “You know in gymnastics it is not as easy as that. There are students who are even afraid to try so if half the class succeeds I would be satisfied. But of course, I try to do better, we work with human beings so we cannot predict everything about their reactions. Fortunately, we have the chance to modify the learning content and there are several ways to help the student succeed even through motivation”. On the other hand, the trainee student remains stuck to his initial planning and refuses to adapt to the reality of the class, therefore the operational objective of the session will not be achieved. A trainee student says “For me, the idea is to follow the content of the educational sheet to the letter because normally we have a program that we have done after a competition session. The sheet is prepared on the basis of the level of the class and the number of students and situations are prepared which are adapted to the levels of the pupils. I don’t know what went wrong and where exactly? I did everything except that the students do not succeed I do not understand and it annoys me after all this effort”. Women succeed in their sessions more than men at different stages of professional seniority, while leading students to achieve the operational objective of the session.

Discussion

During the recorded gymnastics sessions, the same pedagogical and didactic management, were used by all the participants in this study but, at different percentages. In practice, female teachers, according to the different stages of professional seniority, exceed male teachers for the handling of educational material, the presentation and explanation of the tasks to be taught, the correction of gesture technique as well as for the follow-up of the application of instructions means that they are more technical than men. These results do not coincide with those of the previous work of Roux-Perez [13] who underlines that, according to men, the ideal profile of the teacher is to master the activity taught and to be a technical expert. However, for women, the main reasons that lead them to choose this profession are the desire to be a teacher and success in PE. While these results are in harmony with the results of the previous work of Benchaifa and Naceur [14] which affirms that the female teacher is more motivating, reassuring, tactile technician, mobile, affective, dynamic and active during the teaching practice than the male teacher. Female teachers act more on the learning content and the work environment. While male teachers overtake female teachers, according to the different stages of professional seniority, through the formation of work groups. These results are not in congruence with the results of Couchot-Schiex [15] who assert that the grouping distribution says little about the gender of the teacher. For our study, men also exceed women, by the number of demonstrations of technical gestures performed. As well as, by didactic regulations and adjustments. Men are more flexible to changes along the way than women. Male teachers react more with students and act more on learning content. Our results, concerning learning content, are consistent with the previous work of Couchot-Schiex [15] who asserts that the results, concerning learning content to the detriment of the gender of the PE teacher, remain inconclusive. The learning contents are marked by heterogeneity and they are distinguished by a large inter-individual variability.

Experienced teachers, men and women, weave, over the years of the profession, different strategies to suitably succeed in their teaching practices. They provide for the organization of the material, the arrangement of the pupils and the workshops. They leave nothing to chance. They are well aware of the important role that demonstration plays in student learning. They give instructions and follow the students' application. They follow, remind and help to apply the instructions to help improve the student's performance. They make changes to learning content along the way, and they make changes to teaching-learning situations without hesitation. These results are consistent with the previous work of Yildirim [16] which shows that personal professional experience is one of the main factors influencing planning. While several researchers [17,18], affirm that experienced teachers use written plans only episodically. The experienced teachers, male and female, in our study adapt to the reality of the classroom to meet the needs of the students. Our results are consistent with the previous results of several authors [4,19-25], who demonstrate that the teacher must adapt to the reality of the class and lead changes and make adjustments to the activity initially planned according to unforeseen events occurring in class. They take into account the real working conditions and put the student's success first. Experienced teachers, men and women, use an experiential repertoire that they have been able to develop during the exercise of their profession. These results are consistent with earlier findings by Housner and Griffey [26], which indicate that experienced teachers possess knowledge structures rich in student management strategies and that facilitate the psychomotor performance that enabled them to attend the individual student performance and to modify their lessons according to student needs. In contrast, beginning teachers possessed fewer of these strategies and focused their attention on the interest level of the whole class to ensure that students were busy, happy, and well-being. As a result, experienced teachers, male and female, pass their practical sessions with high percentages (87%; 93%). These results are consistent with the results of previous work by Gal-PetitFaux and Vors [27], which confirms that only professional experience could allow teachers to require the ability to skillfully reconcile the two aspects of the educational mission, management of the class compatible with the transmission of disciplinary knowledge.

While, beginner teachers, male and female, plan the organization of the premises and the distribution of the students before arriving in class. These remarks are moreover congruent with those of Dessus [28], who considers that the plan allows the beginner to devote himself more to his class and to manage certain unforeseen events. In practice, beginner teachers, male and female, provide didactic regulations to adapt to the reality of the classroom. These results are not consistent with earlier work by Dessus [28], who argues that

the lesson plan practically obsesses the beginner which blurs the true function of the plan as being, aiding action and transforming it into a constraint that hinders it. For our study, beginner teachers, male and female, present and explain the tasks to be taught well. They demonstrate and correct technical gestures. Beginner teachers, male and female, take into consideration all the regularities of pedagogical and didactic intervention. As a result, they pass the majority of their practical sessions (69.5%; 75.5%). It should also be noted that the percentages of the regularities of Our results show consistency with previous work by Flandin and Ria [29], who argue that seasoned teachers can encounter difficult and conflicting situations while traces of early expertise can be observed in beginning teachers, even for professional gestures considered effective in one teaching context and not in another. Intervention, of beginner teachers, men and women, tend to approach those of experienced teachers or even exceed them sometimes. They follow in the footsteps of experienced teachers. His remarks join those of Berliner [30] who confirms that a person at a given stage of development can, in particular situations, behave like a person belonging to a more advanced stage of development.

On the other hand, the student trainees, male and female, manipulated the teaching materials and they distributed and changed the dispositions of the learners, in an excessive way, more than the teachers. These behaviors directly affect the stability of work groups and the student's motor engagement time. Our results are consistent with previous work by Nault and Fijalkow [31] who consider classroom management to be an essential early-career skill for establishing professional identity. For the rest of the regularities of intervention, the student trainees, male and female, marked the low percentages. They do not yet properly present the tasks to be taught. They do not demonstrate and do not correct the technical gestures enough, which will automatically lead to the breaking of the didactic contracts. They do not give enough instructions to help the student succeed. These results are consistent with the previous work of Nault and Fijalkow [31] which gives an important place to class management up to the point where if the teacher does not master this skill it will be difficult for him to acquire the other skills. which are used to teach. The student trainees, male and female, do not bring enough regulations and didactic adjustments but rather, they stick to their initial planning and they put the error on the back of the student. These results are consistent with previous work by Perrin and Ria [32] who claim that planning often "obsesses" student interns to the point that they forget to monitor student activity. These authors encourage identifying and interpreting deviations from the planning instead of "sticking" to it, explaining that the deviation from the planning makes it possible to focus the attention of the trainee student or the novice teacher. on the essential aspects of teaching situations. Thus, the student trainees, man and woman, act clumsily with the regularities of pedagogical intervention consequently, they are necessarily, confronted with a bad management of time and space and a disturbance of the stability of the pupils. They do not yet master the regularities of didactic intervention. They show a certain rigidity in adapting to the reality of the class. These results are in congruence with previous work by Musial, Pradère [33] who consider that planning is "thinking about the future" so planning does not necessarily mean that everything will work as planned. Walin [34] demonstrates that the lack of planning flexibility presents the main dilemma for teachers in the face of unforeseen events, such as student absences, thus breaking with the planned content. For our study, student trainee, men and women, know what to do but they do not yet know how to do it. They do not yet know how to translate their thoughts into actions. The famous transition from theory to practice. These results are consistent with the previous work of BenChaifa and Naceur [35] which demonstrates that experienced teachers remain the most faithful to the practice of their representations. A great divergence between the representations of the trainee students and their teaching practices, on the other hand, a certain concordance is marked in favor of the beginner teachers between the declared and the realized. The results are confirmed by the previous results of Nault and Fijalkow [31] who consider that it is difficult to move from "an idealistic representation" to its daily practice. Consequently, student trainees, men and women, score low percentages for the success of their practical sessions (43%; 48%). They have difficulty identifying all the dimensions of the educational intervention. These results are consistent with the previous results of Léveillé and Dufour [36], who explain that the difficulties of the teaching mission reside in the teaching-learning relationship and that the teacher must attach importance to this relationship in order to achieve success for students and make them more independent in their learning. To succeed in this relationship, it is necessary to go through effective pedagogical management and good teaching planning that meets the needs of students, thus linking pedagogical management, didactic management and student success.

Conclusion

The examination of teaching practice to the detriment of gender crossover and professional seniority reveals that all participants used the same regularities of pedagogical and didactic intervention during the gymnastics sessions. The difference lies in the percentages of use of these regularities. This leads to different strategies used during the intervention. Practically, the choice of strategy of experienced teachers (male and female) and that of women, during different professional career stages, are the most effective, thus marking the highest rates of success of the sessions, therefore leading the students to achieve the objective of the session.

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