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The right to education as a building block of competence for democratic cultures in sports pedagogy

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ABSTRACT

This study determined the relationship of teachers' competence for democratic cultures (CDC) in instruction based on the context of right to education (RTE), research and extension and the students' physical education (PE) performance and its predictors as basis to improve PE instruction. It made use of a descriptive correlational approach with 340 PE teachers in primary schools in Croatia as respondents. Questionnaire was used to gather the data. The constructive validity, reliability and sensitivity of the questionnaire was determined. The items and the total result of the questionnaire was analyzed by descriptive statistical parameters in this paper. After conducting the pilot studies and establish the measurement characteristics of the questionnaire we used this questionnaire for better understanding of this complex phenomenon that operationalized RTE indicators as fundamental building block of CDC in modern schools on PE example. The competence of the teacher in instruction, research and extension may not necessarily determine the PE performance of students but has a strong impact on identification lines of sport pedagogy.

SAŽETAK

Ovo istraživanje utvrđuje odnos kompetentnosti učitelja za demokratske kulture (CDC) u podučavanju koje se temelji kontekstom prava na obrazovanje (RTE), istraživanja i proširenja te učinka tjelesne i zdravstvene kulture učenika (TZK) i njegovih prediktora kao osnove za poboljšanje nastavnog procesa u TZK. Upotrijebljen je opisni korelacijski pristup s 340 nastavnika TZK u osnovnim školama u Hrvatskoj kao ispitanicima. Za prikupljanje podataka korišten je upitnik. Utvrđena je konstruktivna valjanost, pouzdanost i osjetljivost upitnika. Čestice i ukupni rezultat upitnika analizirani su opisnim statističkim parametrima u ovom radu. Nakon provođenja pilot istraživanja i utvrđivanja mjernih karakteristika upitnika, koristili smo ovaj upitnik za bolje razumijevanje ovog složenog fenomena koji je operacionalizirao pokazatelje RTE kao temeljne gradivne elemente CDC-a u suvremenim školama na primjeru TZK. Kompetentnost učitelja u podučavanju, istraživanju i proširenju ne mora nužno odrediti ishodom postavljene kompetencije, ali ima snažan utjecaj na identifikacijske odrednice sportske pedagogije.

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1. Introduction

Teaching is a very challenging endeavor for all who are willing to face it. Therefore, we should confront it often. Teachers need to improve their knowledge and skills to enhance, improve and explore their teaching practice. One should not only rely on the knowledge acquired at university, but one must have a burning and strong desire to develop professionally so as to be better equipped with the necessary skills, knowledge, and attitudes needed in one's profession. In fact, one must know the implications of professional development, teaching, and lifelong learning (Nicholls, 2000). The goals of education change very quickly depending on the demands of the times that require more skills. These demands directly affect the education system. Teachers are responsible for the functioning of the educational system and they need strong and efficient professional competencies. The general understanding regarding teachers' competencies is divided into three main areas: Professional competencies, Pedagogical competencies, and Cultural competencies. Teachers' professional competencies can also be composed of dimensions other than the three main areas (Bridge 1993; Bulajeva, 2003; Hansen, 1998; James et al., 1998; Selvi, 2006). In these wide scope, human rights education creates an awareness and understanding of the fundamental rights that are common to all human beings: These principles are set out in the documentation of United Nations and its affiliated associations. There are three different approaches to human rights education: Education *about*, *through*, and *for* human rights. In 2011, the United Nations General Assembly adopted Resolution 66/137 which describes human rights education as a model for these three principles Human Rights Education. While the youngest members of the global community should be taught *about* their rights and along with these, have the opportunity to learn about those who have worked to combat inequality, their educational experiences should be provided by individuals who exemplify these principles themselves. Education promotes individual freedom and empowerment and brings important developmental benefits (Žnidarec Čučković & Ohnjec, 2017). The implication of the application is that teachers who treat their students with dignity and respect represent the ideal of education *through* human rights. Most importantly, students leave their classrooms with the skills to exercise their rights as active and engaged members of their society so that when confronted with instances of inequality, they are prepared to protect their rights as well as the rights of others. Providing young people with the skills of advocate for the application and protection of their rights and the rights of others is education *for* human rights. Right to education emerges in four dimensions – acceptability, availability, accessibility, and adaptability (Tomaševski, 2006). From the educational system as a whole is expected to meet the requirements of acceptability, which includes its every segment including the field of physical education that is the main field of research. Indicators of acceptability of the right to education form a group of segments which include **skills, tolerance, teacher qualification, gender, religion, language, and discipline** (Rishmawi & Keable-Elliot, 2012). These indicators are strongly recognizable in the Council of Europe's Reference Framework of Competences for Democratic Culture (Barrett et al. 1993, Barrett et al. 2018a, Mompoin-Gaillard et al. 2018a, 2018b, 2018c), a document that has a non-negligible impact on education in Europe and the rest of the world. The Council of Europe was

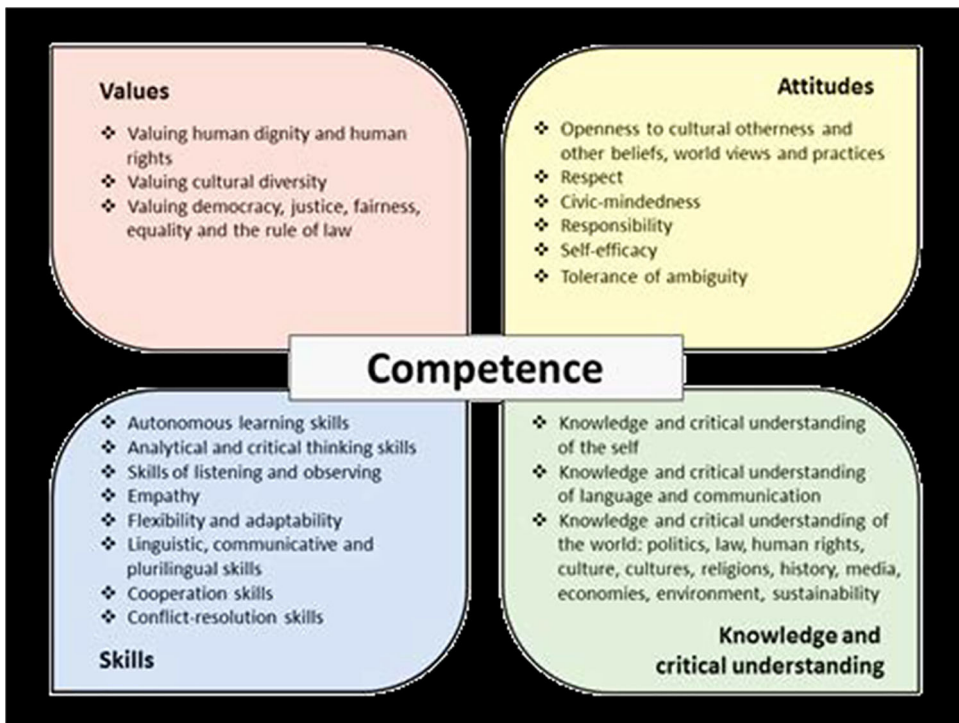


Figure 1. The conceptual model of competences for democratic culture – CoE, 2018.

founded in 1949, has 47 member states and comprises around 820 million people. In April 2018, it published three volumes of the Reference Framework of Competences for Democratic Culture entitled: Volume One: Context, concepts, model (Council of Europe, 2018a), Volume Two: Descriptors of competences for democratic culture (Council of Europe, 2018b), Volume Three: Guidance for implementation (Council of Europe, 2018c). As a reminder, the Council of Europe focuses on human rights, democracy, and the rule of law. In education it focuses on defining, measuring, and promoting the idea of democratic competence, which is seemingly used interchangeably with intercultural competence. Democratic competences are composed of values, attitudes, skills, knowledge, and critical understanding (Figure 1) — including responsibility, tolerance, conflict resolution, listening skills, linguistic and communication skills, critical thinking, empathy and openness, and autonomous learning skills (Council of Europe, 2018a). The descriptors for each competence claim to describe what people know, understand, and can do and refrain from doing.

In addition to developing the competency model, the CDC project developed descriptors for all competencies. The end result of this process was a set of 559 validated descriptors in a set of 135 key descriptors scaled in three levels of proficiency, covering all 20 competences based on the determination of competence (Figure 2) as the ability to mobilize and use values, attitudes, skills and knowledge to respond appropriately and effectively to demands, challenges and opportunities given by a specific type of context.

<p>Values are general beliefs that individuals hold about the desirable goals that should be striven for in life. They motivate action and they also serve as guiding principles for deciding how to act. Values transcend specific actions and contexts, and they have a normative prescriptive quality about what ought to be done or thought across many different situations. Values offer standards or criteria for: evaluating actions, both one's own and those of other people; justifying opinions, attitudes, and behaviors; deciding between alternatives; planning behavior; and attempting to influence others.</p>	<p>An attitude is the overall mental orientation which an individual adopts towards someone or something (for example a person, a group, an institution, an issue, an event, a symbol). Attitudes usually consist of four components: a belief or opinion about the object of the attitude, an emotion or feeling towards the object, an evaluation (either positive or negative) of the object, and a tendency to behave in a particular way towards that object.</p>
<p>A skill is the capacity for carrying out complex, well-organized patterns of either thinking or behavior in an adaptive manner in order to achieve a particular end or goal.</p>	<p>Knowledge is the body of information that is possessed by a person, while understanding is the comprehension and appreciation of meanings. The term "critical understanding" is used to emphasize the need for the comprehension and appreciation of meanings in the context of democratic processes and intercultural dialogue to involve active reflection on</p>
	<p>and critical evaluation of that which is being understood and interpreted (as opposed to automatic, habitual, and unreflective interpretation).</p>

Figure 2. Base for descriptors (theoretical background) – CoE, 2018.

A systematic examination of the curriculum from the statement of goals and purposes of the curriculum through pedagogy to assessment, to ensure coherence, completeness, and transparency between all elements. A pedagogical connection in which the educator and educated learn together from experience and together commit themselves in the transformation of reality. It implies action and reflection on the practice and establishment of ties that allow to act and to learn reciprocally with and from the community (Bringle, 2017; Stokamer & Clayton, 2017). Intercultural dialogue is accorded a central role in this approach because it allows national, ethnic, linguistic, religious, and other divides to be bridged based on the shared universal values of dignity and human rights (Barrett et al., 2014). Furthermore, the guidance on *pedagogy* discusses the principles of pedagogical planning and reviews the teaching and learning methods that are suitable for fostering the development of democratic and intercultural competences in learners. These include teachers modelling democratic attitudes and behaviors; implementing democratic processes in the classroom by involving learners in making decisions about activities, responsibilities and rules; using activities that are based on co-operative group work; using project-based learning; and using service learning (Barrett et al., 2018a; 2018b; 2018c).

2. Methodology

The participation in the research was on voluntary basis and anonymous and the participants were informed that they were free to stop participating in the research at any moment. It was necessary to ensure specific conditions regarding the space and time due to the possible length of filling the questioners (empty classroom). Data was collected through education expert professional development councils. This research strives to recognize the scope of RTE indicators within teachers CDC consolidated in current educational process in PE.

2.1. Research sample

There were 340 participants for this study all of them PE teachers in primary schools in Croatia. 190 participants were male and 150 were female distributed over Croatia counties where most of them belongs to city of Zagreb 17% and least from Brodsko-posavska, Istarska and Krapinsko-zagorska county with 1% due to school distributions. Years of participant age comes with range: 10% were 20–29 years old, 33% were 30–39 years old, 27% were 40–49 years old, 23% were 50–59 years old and 7% were more than 60 years old.

2.2. Procedure

The questionnaire consisted of 139 items (9 qualification items, 114 items about the application of individual indicators and 16 questions concerning expected outcomes). Task of the participants was to assess, using the Likert scale of 5 levels (1 - strongly agree, 2 - mostly agree, 3 - not sure, 4 - mostly disagree, 5 - strongly disagree), the level of importance and presence of certain indicators of the right to education consolidated with CDC in PE classes. For this article, we examine descriptive statistical parameters: arithmetic mean and standard deviation, and measures of the result distribution form: the asymmetry coefficient and the distribution skewness coefficient of the RTE indicators form a group of segments which include skills, tolerance, teacher qualification, gender, religion, language, and discipline (total of 114 items). Descriptive research method was used in this study. This is the most appropriate for the study because this method involved describing, recording, analyzing and interpreting existing conditions. It also included the relationship between existing non-manipulative variables.

3. Results

A set of right to education indicators based on the 4-A framework as developed by Katarina Tomaševski, the former UN Special Rapporteur on the right to education, where obligations are divided within availability, accessibility, acceptability, and adaptability. Development indicators have been established during the last decades, especially in the UN context. Among other things, indicators examine whether states have established accountability mechanisms to implement human rights so in this case – can teachers recognize state level needs directed towards children in pedagogical everyday practice. RTE indicators must be disaggregated in order to grasp transversal issues. The principle of non-discrimination is central indicator provider of understanding the RTE at all levels especially focused on vulnerable groups.

Table 1 presents multiple indicators to gauge the level of competence of PE teacher along instruction. The table shows a high level of identifying specific field skills (S7 – S11) but also conceptual and social skills (S1 – S6; S13- S15 and S20-S21). Pedagogical competencies are valued poorest in substantiality of teaching (S12; S16-S19). They are highly equipped with organizational, athlete, motivational and communicational skills with high level of understanding for health lifestyle, cooperation with

Table 1. Skills indicator variables.

Variable (S)	Descriptive Statistics - Skills				
	Mean	Median	Mode	Frequency	Std.Dev.
I believe that PE teachers are fully trained after graduation to work in the classroom	1,89	2	2	181	0,89
I believe that PE teachers have well-developed athletic skills	1,89	2	2	223	0,69
I believe that PE teachers have well-developed motivational skills	2,07	2	2	197	0,83
I believe that PE teachers have well-developed organizational skills	1,86	2	2	187	0,78
I believe that PE teachers have well-developed teaching skills	1,96	2	2	177	0,87
I believe that PE teachers have well-developed communication skills	2,08	2	2	180	0,92
I think that a PE teacher should be linguistically literate	1,21	1	1	275	0,49
I think that a PE teacher should have developed numerical skills	1,6	2	1	166	0,67
I think that a PE teacher in their work should be focused on solving problems	1,49	1	1	186	0,59
I think that a PE teacher should master oral and written skills	1,37	1	1	220	0,53
I think that a PE teacher must meet the minimum educational standards (university degree)	1,21	1	1	278	0,5
I believe that the objectives of PE classes support the development of critical thinking	1,93	2	2	158	0,87
I think that in his work, PE teacher develops awareness and capabilities of the local environment	1,82	2	2	176	0,77
I think that in his work PE teacher develops awareness of the importance of health and healthy habits	1,27	1	1	260	0,55
I think that in his work PE teacher develops awareness of sexual and reproductive rights	2,45	2	2	142	1,01
I think that in his work PE teacher uses methods for the development of critical thinking	1,97	2	2	170	0,88
I think that in his work PE teacher uses strategies of cooperative learning	1,73	2	2	190	0,7
I think that in his work PE teacher supports the students in the creative expression of one's opinion	1,72	2	2	153	0,77
I think that in his work PE teacher uses strategies of non-violent conflict resolution	1,37	1	1	226	0,58
I think that in his work PE teacher develops a competitive spirit among students	1,29	1	1	249	0,51
I think that in his work PE teacher develops fair play and mutual respect	1,18	1	1	282	0,44

local community and sexual and reproductive rights. What is lacking is how to use critical thinking, cooperative learning, creativity, and problem solving in their classes.

Table 2 presents polarization of indicators towards recognition (T8 – T13) and implementation (T1 – T7) of understanding diversities within curriculum. Transversal topic of tolerance is recognizable through values like respect, fair play, and learning to live together. Teachers don't think that PE should always include themes like equality, gender equality, coexistence, nonviolent conflict resolution, democracy, environment, and protection of child rights.

Table 3 is predominant reflexive when thinking of teacher's profession and education background. Attitudes are distributed in four directions. Qualifications gained with University education (Q1 – Q6) are considered enough in terms of length, subjects, and support but highly insufficient of wide practice, lifelong learning, sense of

Table 2. Tolerance indicator variables.

Variable (T)	Descriptive Statistics - Tolerance				
	Mean	Median	Mode	Frequency	Std.Dev.
I think that PE teaching promotes non-violence	1,37	1	1	234	0,64
I think that PE teaching promotes respect for different nations, races and religions	1,5	1	1	213	0,79
I think that PE teaching emphasizes positive examples from its field	1,41	1	1	213	0,6
I think that the PE teacher teaches students about human rights	1,91	2	2	146	0,93
I think that: the PE teacher tries to ensure human and legal values in teaching	1,79	2	2	166	0,78
I think that the PE teacher teaches students about equality	1,56	1	1	186	0,75
I think that PE teaching is designed to promote equality	1,86	2	2	147	0,95
I believe that PE curriculum must include topics in the field of gender and gender equality	2,27	2	2	136	1,11
I think that PE curriculum must include topics in the field of respect and coexistence	1,87	2	2	151	0,9
I believe that PE curriculum must include topics in the field of non-violent conflict resolution	1,57	1	1	183	0,73
I think that PE curriculum must include topics in the field of democracy	2,2	2	2	122	1,08
I think that PE curriculum must include topics in the field of environmental protection	2,21	2	2	130	1,08
I think that PE curriculum must include topics from the protection of children's rights	2,04	2	2	137	1,03

Table 3. Teacher qualification indicator variables.

Variable (Q)	Descriptive Statistics - Qualifications				
	Mean	Median	Mode	Frequency	Std.Dev.
I think that a five-year study is enough to work with students in primary school	1,69	1	1	177	0,92
I think that during my studies I get enough internships in educational institutions	2,42	2	2	154	1,14
I think that in reality, PE teachers are trained to work in the school after graduation	2,01	2	2	179	0,94
I think that the teacher has the support of the competent institutions in his work	2,73	2	2	136	1,14
I think that lifelong learning is necessary for work	1,61	1	1	176	0,77
I think that it is necessary to be further educated in the field of PE	1,82	2	2	150	0,89
I think that I need to be further educated in pedagogical skills	2,11	2	2	157	1
I think that I need to be further educated in the field of conflict resolution	2,24	2	2	139	1,07
I think that I need to be further educated in the field of respect for children's dignity	2,39	2	2	131	1,11
I think that I need to be further educated in the field of human and children's rights	2,38	2	2	122	1,09
I think that I need to be further educated in the field of gender equality	2,53	2	2	121	1,14
I believe that a PE teacher must be regularly professionally trained	1,56	1	1	193	0,76
I think that all professional training in the Republic of Croatia is available to the PE teacher	2,54	2	2	118	1,28
I believe that professional training provided by ETTA is modern and sufficient for current needs	2,39	2	2	155	1,09
I believe that professional development is a matter of personal choice and should not be prescribed by acts	2,91	3	2	109	1,26
I think that PE teachers who stand out for their quality of work should be rewarded	1,52	1	1	208	0,78
I believe that prominent PE teachers should be provided with advancement in the field	1,45	1	1	221	0,72
I believe that prominent PE teachers should be seen as a role model and example of work in this area	1,48	1	1	215	0,72

Table 4. Gender indicator variables.

Variables (G)	Descriptive Statistics - Gender					
	Mean	Median	Mode	Frequency	Variance	Std.Dev.
I think PE teacher takes all measures to promote gender equality in PE class	2,17	2	2	150	0,9	0,95
I think PE teacher gives the same opportunities to girls and boys in PE class	1,62	2	1	163	0,51	0,72
I think that girls do not have the same abilities as boys	2,63	2	2	149	1,53	1,24
I think that classes for boys should be held by the M teacher, and for girls - by the F teacher	3,11	4	4	123	1,85	1,36
I think that boys are superior in teaching PE in terms of motor skills	2,88	3	4	125	1,7	1,3
I think that boys are superior in teaching PE in intellectual abilities	3,97	4	4	197	0,82	0,91
I think that the PE teacher is obliged to raise awareness of stereotypes	2,51	2	2	149	1,2	1,1
I think that male and female PE teachers should be employed equally	1,86	2	1	152	0,99	1
I think that violence in all its forms happens in schools	2,66	2	2	149	1,25	1,12
I think that in the gym I can notice if something is happening with the students	1,82	2	2	212	0,44	0,66
I think that PE teacher should pay special attention to student victims and bullies	1,82	2	2	199	0,55	0,74
I think that PE teacher has all the necessary knowledge and skills needed to prevent violence	2,47	2	2	151	1,15	1,07
I think that the PE teacher uses all available means allowed in the school to react to violence	2,06	2	2	170	0,87	0,94
I think PE teacher enjoys and supports colleagues in preventing school violence	1,98	2	2	185	0,76	0,87
I think that PE teacher organizes various events on the school playground / yard to raise awareness about the problem of violence	2,27	2	2	170	0,94	0,97
I think that PE teacher is obliged to be aware of gender prejudices	2,41	2	2	148	1,07	1,03
I think that girls are superior in teaching PE in terms of motor skills	3,9	4	4	231	0,61	0,78
I think that girls are superior in teaching PE in intellectual abilities	3,82	4	4	196	0,9	0,95

competence, and scope of classroom reality. Pedagogical competence (Q7 – Q11) reinforced with human and children rights with respect, dignity and equality remains detected as problematic area. Strong focal point is detected within area of professional development (Q12 – Q15) that are regular, accessible, and not imposed by government. Teachers are clear in terms of reward models (Q16 – Q18) and possibilities of communities of practice.

Indicators in Table 4 examine measures taken to promote gender equality in education. In providing same opportunity, teachers are oriented toward building the relationship based on diversity (G3 – G6). Recognizing the incidence of violence is present but not the combating abuse or organizing awareness campaigns (G9 – G15). What is lacking are cooperative monitoring understanding whether school respect gender equality (G1 – G2) and development of mechanism for gender discrimination (G7 – G8; G16) facing employment and stereotypes awareness.

Corporal punishment, bullying, public humiliation was examined in Table 5. Discipline is in PE considered as one of the strongest means of differentiation in classes concerning the safety. Teacher cannot see the connection between discipline and respect of children's dignity. Many times, children do not have the opportunity

Table 5. Discipline indicator variables.

Variables (D)	Descriptive Statistics - Discipline					
	Mean	Median	Mode	Frequency	Variance	Std.Dev.
I think that corporal punishment of students is allowed in PE classes	4,39	5	5	205	0,93	0,96
I think that students need to be heard before punishment	1,89	2	2	146	1,13	1,06
I think corporal punishment is prohibited by law	1,75	1	1	198	1,28	1,13
I think that the PE teacher is trained to respect children's dignity	1,99	2	2	154	1,04	1,02
I think that sometimes it is necessary to publicly humiliate a student	3,89	4	4	132	1,26	1,12
I think that bullying is part of a student's competitive act	4,07	4	5	136	0,98	0,99
I think I am authorized to punish a student in PE classes	3,44	4	4	100	1,55	1,25
I think that discipline is a key part of teaching PE	1,6	2	2	168	0,45	0,67
I feel that I achieve respect with discipline	2,13	2	2	173	1,04	1,02
I consider that disciplinary proceedings should be conducted before an independent body	2,66	3	2	118	1,14	1,07
I think that it is necessary to remove the student from classes if there are disciplinary problems	2,92	3	4	127	1,44	1,2
I find that Discipline in the classroom is more important to me than developing other skills	3,21	4	4	173	1,24	1,11
I think that student behavior is important and must be controlled	1,7	2	2	214	0,33	0,57
I think that I maintain discipline in classes with grades	3,64	4	4	191	1,08	1,04
I find that negative grades can help discipline students	3,19	4	4	144	1,31	1,15
I think that the cause of the students 'problematic behavior is the parents' fault	2,51	2	2	155	1,02	1,01
I find that the response to problematic student behavior is often instinctive and reactive rather than planned and proactive	2,74	2	2	170	1,03	1,02
I think that disciplinary problems only increase from year to year	2,45	2	2	146	1,32	1,15
I believe that the teaching of PE should not be interrupted by disciplinary problems of students	2,21	2	2	203	0,82	0,9
I think that PE teaching can be developed with positive discipline	1,69	2	2	207	0,34	0,58

to be heard when they are sanctioned. With this in line, teacher believe that children cannot appeal against disciplinary sanctions before an independent body.

Table 6 reflects the results of PE teachers attitudes toward religion. They cannot see the connection between PE subject and for e.g., discussion about religious choices. They do not see the need of checking with children possibility of religious indoctrination. Suitable place for this kind of consideration could be high school, not the primary. The main stronghold is in collaboration with parents or an external associate on religious matters, if necessary. Main attitude is that the school is a secular institution and religion has no place in PE classes.

Last indicator considers language (Table 7) as an official language used in schools with or without minority languages. Attitude is placed to the majority with some

Table 6. Religion indicator variables.

Variable (R)	Descriptive Statistics - Religion					
	Mean	Median	Mode	Frequency	Variance	Std.Dev.
I think that different religions should be respected in teaching PE	1,75	2	1	150	0,73	0,85
I think that there is no place for teaching religion and ethics in PE classes	2,61	2	2	107	1,35	1,16
I think that students may be absent from PE classes during religiously important days	2,63	2	2	126	1,26	1,12
I think that there is always time to pray in PE classes	3,7	4	4	128	1,06	1,03
I think that the attitudes of the majority and its rules are more dominant	3,3	3	4	133	0,98	0,99
I think that you should also meet atheists in the class at the PE class	3,68	4	4	124	1,07	1,03
I think that more time should be devoted to the religious needs of the majority in the PE class	4,01	4	4	146	0,81	0,9
I think that if someone in the class is non-religious that it should not be discussed at PE because there is nothing to say about non-religiousness	3,1	3	3	119	1,37	1,17
I think that the school is a secular institution and I think that religion has no place in PE	2,5	2	2	107	1,4	1,18
I think that religious issues should be dealt with by religious schools	2,3	2	2	109	1,32	1,15
I think that I need a teaching assistant in case of religious issues	3,61	4	4	108	1,22	1,11
I think that I use cooperation with parents for religious issues	3,49	3	3	107	1,15	1,07
I think that in PE classes, students are free to discuss religious choices	3,01	3	3	111	1,15	1,07
I think that it is not necessary to check whether religious indoctrination is taking place in PE classes	2,85	3	3	133	1,09	1,05
I think that religious issues should be discussed in high school, not elementary school	3,32	3	3	151	0,87	0,93

Table 7. Language indicator variable.

Variable (L)	Descriptive Statistics - Language					
	Mean	Median	Mode	Frequency	Variance	Std.Dev.
I think that in teaching PE we should speak the official language (standard / literary)	1,54	1	1	179	0,44	0,67
I think that PE should be bilingual in teaching if there is such a need for school	2,63	2	2	141	1,33	1,15
I think minority language needs to be respected	2,51	2	2	165	1,15	1,07
I think that the PE teacher adapts to students of different language areas	2,84	3	2	141	1,17	1,08
I think PE teacher needs to know the local characteristics of the place where he works	1,92	2	2	214	0,57	0,76
I think that PE teacher contributes to students' language literacy	2,14	2	2	193	0,85	0,92
I think that by using the linguistic specifics of the place I contribute to a better working atmosphere of teaching	2,47	2	2	158	1,09	1,05
I think in PE classes, language instructions should be short because performance is more important	2,19	2	2	177	1,08	1,04
I think the use of language is less important than demonstration in teaching PE	3,22	4	4	163	1,35	1,16

exceptions. It is necessary to respect language of minorities, but PE teachers should not speak bilingual if such need exist. Furthermore, PE teachers do not recognize the possible impact and influence on contribution to student's literacy. Instructions should be short, and demonstration of exercise has the priority.

4. Conclusion

As for personal qualities, the PE teachers are very competent. They are distinguished by self-control in word and deed. They speak clearly and are easy to understand. They have a well-modulated voice and are proficient in the language used in teaching. In terms of teaching effectiveness, they are best at motivation but not so good at developing critical reflection. Student participation and engagement are not strongly stimulated. In terms of comprehension skills, they are good at collecting and organizing related literature and in identifying the most appropriate statistical tools. In terms of analytical skills, they are also able to write summaries and make recommendations. However, it can be noted that they are competent only in some skills. This means that they have not fully developed their research skills and therefore still need a research support program to fully develop all the skills. In conceptual skills, they are failing in developing the rational part. In comprehension skills, they are less competent in preparing the research design and developing the data collection instrument. Developing an attitude of *civic mindedness*, in the sense of developing ‘feelings of concern and care’ (CoE, 2016) can be interpreted as a way to promote orientation towards action. Civic mindedness is linked to the skill of *empathy*. The CDC model defines empathy as the ‘ability to step outside one’s own psychological frame of reference (i.e. to decenter from one’s own perspective) and the ability to imaginatively apprehend and understand the psychological frame of reference and perspective of another person’. The CDC model makes a distinction between *knowledge* and *critical understanding*. Learning to think critically is at the core of the CDC model to eradicate extremism and to promote a culture of democracy. PE is often viewed as an opportunity for pupils to be active and to enjoy themselves. Or in some cases, as a form of stress relief and to serve as a break from traditional learning. These areas are valuable for pupils’ general well-being and there is a growing evidence base to suggest that physical activity has the potential to support learning more broadly. Merely, PE offer a unique platform on which students can explore a multitude of holistic learning opportunities. Professional development through implementation of CDC and in overall RTE, could set the path of teachers striving.

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