

INVESTIGATION OF PROFESSIONAL SELF SUFFICIENCY LEVELS OF PHYSICAL EDUCATION AND SPORTS TEACHERS

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ABSTRACT

The present research aimed at detecting professional self sufficiency levels of physical education and sports teachers who worked in Izmir Province and at investigating them in terms of some variables. For data collection, Teacher's Sense of Efficacy Scale-developed by Moran and Woolfolk-Hoy (2001) and Turkish validity and reliability studies conducted by Çapa, Çakıroğlu and Sarıkaya (2005) was used. 100 volunteer Physical Education and Sports Teachers who worked at state schools and private schools participated in the study. For the data analysis; percentages, arithmetic means, Mann-Whitney Test, Kruskal-Wallis, Pearson Correlation Test and non-parametric correlations were used. Consequently, when self sufficiency scores of the PE teachers in terms of working at state schools and private schools were compared, it was found out that all of the subscale-scores of the teachers who worked at private schools were higher and there was a statistically significant difference between the teachers ($p < .05$). In terms of sex variable, scores of the female PE teachers were higher but there was not a statistically significant difference ($p > .05$). There was also a statistically significant correlation between Efficacy in Student Engagement and Efficacy in Instructional strategies, Efficacy in Classroom Management ($p < .01$). It was determined that sufficiency scores of the participant PE teacher increased with professional experience.

Keywords: efficacy, self efficacy, physical education and sport.

INTRODUCTION

Today, technology and science develop fast and tasks and teachers' responsibilities charged change as the society and world change. Teaching profession—with individual, social, cultural, scientific and technological dimensions and occupying a professional status (Başkan, 2001), not only aims at lecturing, testing and grading but also educating qualified children and young people who can reach the information easily, can use and contribute to production of information, have synthesizing and analyzing skills, have critical thinking skills, can research, question and have internalized universal values (Saracaloğlu and Kaşlı, 2001). At the same time, teaching profession involves tasks and responsibilities to grow a generation that always develops itself, can independently think and is productive and positive (Saracaloğlu, 2006). Teacher, student and educational programs are the basic elements of the educational systems and a healthy and compatible relation between these elements plays a key role in growing a qualified human power (Saracaloğlu, 1992; 2000). Teacher who produces larger effects on students and educational programs is one of the most significant elements of the educational systems. It is a crucial factor that teacher should have a higher level of self sufficiency so that education can be attained in line with the desired objectives.

Self sufficiency is described as one's judgments about how well he / she can perform the necessary actions in order cope with possible situations (Bandura, 1982) and as one's beliefs that he / she possesses the necessary skills in order to perform successfully (Kurbanoğlu, 2004). In other words, self sufficiency is personal confidence and productivity (Knaus, 1998).



One's beliefs in his / her self sufficiency affect his / her thinking styles and emotional reactions, too. Individuals with higher level of self sufficiency can be more comfortable and productive when they are challenged by a difficult situation. Individuals with higher level of self sufficiency are expected to act more comfortably and in a more confident and powerful way when they encounter difficult situations and events (Kesgin, 2006). Individuals with lower level of self sufficiency believe as if the tasks were more difficult than they really are. This type of thinking increases anxiety and stress and limits the point of view needed to solve the problem in the best way, as well. Therefore, belief in self sufficiency affects deeply individuals' success levels (Pajares, 2011).

Teacher's sense of self-efficacy is described as their attitudes to show the necessary efforts and behaviors so that they can successfully perform teaching function (Köseoğlu et al., 2005) and as their belief in students' involvement and students' capability to act in conformity with the desired objectives –even with the most difficult students or least motivated students- (Tschannen-Moran and Woolfolk-Hoy, 2001). Ashton emphasizes (1984) that teachers' self sufficiency is the teachers' beliefs in their capacity to affect students' performances and no other teacher characteristics affects students' performances as much as teachers' beliefs in their capacity. Considering all of above mentioned definitions, teacher's self sufficiency is defined as their beliefs in that they can perform the necessary behaviors in order to teach in a successful way and as their beliefs in their capacity to affect the students' performances (Saracaloğlu, Aslantürk and Çengel, 2006).

Many researches conducted (Gibson and Dembo, 1984; Schunk, 1985; Woolfolk and Hoy, 1990) reported that teacher's sense of self sufficiency affects their teaching activities in the classroom and those who have higher level of self sufficiency are more eager and enthusiastic in terms of teaching; which results in a positive effect in teachers' motivation. However, other studies conducted in relation with teachers' self sufficiency reported that a sense of self sufficiency and self confidence associated with their skills to influence students' learning affects both their performances and students' success and opinions about their own self sufficiency (Ashton and Webb 1986).

In similar studies, it has been found out that there is a positive correlation between teachers' self confidence or having positive opinions about their self sufficiency and students' success levels (Armor, 1976; Ashton and Webb, 1986; Moore and Esselman, 1992; Ross, 1992); between students' motivation (Midgley et al., 1989) and teachers' and students' self sufficiency (cited by Tschannen-Moran and Woolfolk-Hoy, 2001).

Physical Education and Sports involves the whole activities that are carried out regularly and methodically in order to provide mentally and psychologically healthy grown individuals, to prepare them professional environments and to strengthen national consciousness and citizenship (Yalçın, 1995). PE teacher is the one who transfers the above mentioned objectives to the students in a systematic way. In this sense, sense of self sufficiency is the key among PE teachers because; the stronger belief in self sufficiency a teacher has the more successful and productive he / she is (Türk, 2009). In light of these opinions, the aim of the current research is to assess professional self sufficiency beliefs of physical education in terms of some variables.

METHOD AND TOOL

100 volunteer Physical Education and Sports Teachers (46 female and 54 male) who were selected using random-sampling and worked at both state schools and private schools in Izmir Province participated in the study. A questionnaire form was distributed to those who were willing to participate and there was no time-limit for filling in the forms. Official permissions from the Provincial Directorate of National Education and school managements were obtained. For the data analysis; percentages, arithmetic means, Mann-Whitney Test, Kruskal-Wallis, Pearson Correlation Test and non-parametric correlations were used. Results were considered significant at $p < .05$.

Instruments

As the data collection tool, a questionnaire form used in survey method was selected in order to generalize the population. Socio-demographic Data Collection Form and Teacher's Sense of Efficacy Scale developed by Moran and Woolfolk-Hoy (2001) to measure PE teachers' expectations about their competence (self sufficiency) and Turkish validity and reliability studies conducted by Çapa, Çakıroğlu and Sarıkaya (2005) were used.

Socio-Demographic Data Collection Form

The form filled by the participants themselves contains questions about seven different variables [sex, marital status, age, working place (state school v.s. private school), professional rank, weekly working time, sportive facilities of the school]. Some of the demographic variables were previously used in other researches conducted with other professional groups and teachers. We wanted to know the effect of these variables on physical education teachers. Other variables were determined among the problematic issues and behaviors after the teachers had mentioned them during the face to face interviews.

Teacher's Sense of Efficacy Scale

As the data collection tool, a questionnaire form of 5 questions and "Teacher's Sense of Efficacy Scale" were used. Turkish validity and reliability studies of the scale developed by Moran and Woolfolk-Hoy (2001) were performed by Çapa, Çakıroğlu and Sarıkaya (2005). The trial form of the scale that contained 24 items was administered to 628 candidate teachers and factor analysis was made. It is a nine-point scale. It is assessed as 1-Nothing, 3-Very little, 5- Some influence, 7- Quite a bit and 9- A great deal. The scale has 3 subscales, each of which is consisted of 8 items: Efficacy in Student Engagement, Efficacy in Instructional Strategies and Efficacy in Classroom Management. Alpha reliability coefficients of the scale for the Turkish candidate teachers was .82 for Efficacy in Student Engagement, .86 for Efficacy in Instructional Strategies and .84 for Efficacy in Classroom Management. Alpha reliability coefficient of the whole scale was .93 and all of them were considered significant at .01. The factor analysis of the Teacher's Sense of Efficacy Scale was made and it was found out that the scale was a valid and reliable tool. These values of the present research was .83, .66, .84 and .94 respectively.

FINDINGS

Table 1: Mann-Whitney U Test For State-Private Schools – Self Sufficiency

Burnout Subscales		n	Mean Rank	Sum of Ranks	U	P	
Öğrenci katılımı Sağlama	State	39	41,28	1610,00	830,000	,011	P<0.05
	Private	61	56,39	3440,00			
Öğretim Stratejileri	State	39	40,90	1595,00	815,000	,008	P<0.05
	Private	61	56,64	3455,00			
Sınıf Yönetimi	State	39	42,12	1642,50	862,500	,020	P<0.05
	Private	61	55,86	3407,50			

5 % of the PE teachers told that they belonged to low income group, 91 % to medium income group and 2 % to high income group.

When analyzed in terms of self sufficiency subscales, there were differences in all of the subscales ($p<.05$) and PE teachers who worked at private schools had higher scores in Efficacy in Student Engagement, Efficacy in Instructional Strategies and Efficacy in Classroom Management compared to PE teachers who worked at state schools (Table 1).

Table 2: Mann-Whitney U Test For Sex- Self Sufficiency

Self Sufficiency		n	Mean Rank	Sum of Ranks	U	P	
Öğrenci katılımı Sağlama	Females	46	50,92	2342,50	1222,500	,892	p>0.05
	Males	54	50,14	2707,50			
Öğretim Stratejileri	Females	46	48,16	2215,50	1134,500	,455	p>0.05
	Males	54	52,49	2834,50			
Sınıf Yönetimi	Females	46	50,97	2344,50	1220,500	,881	p>0.05
	Males	54	50,10	2705,50			

Table 2 demonstrated that female PE teachers had higher scores in Efficacy in Student Engagement and Efficacy in Classroom Management whereas male PE teachers had higher scores in Efficacy in Instructional Strategies. However, there was not any significant difference between the groups ($p>.05$).

Table 3: Mann-Whitney U Test For Marital Status-Self Sufficiency

Self Sufficiency		n	Mean Rank	Sum of Ranks	U	P	
Öğrenci katılımı Sağlama	Married	70	48,84	3418,50	933,500	,379	p>0.05
	Single	30	54,38	1631,50			
Öğretim Stratejileri	Married	70	48,24	3376,50	891,500	,231	p>0.05
	Single	30	55,78	1673,50			
Sınıf Yönetimi	Married	70	50,74	3552,00	1033,000	,898	p>0.05
	Single	30	49,93	1498,00			

When marital status and subscales of self sufficiency were analyzed, married teachers were better at Efficacy in Classroom Management than single teachers while single teachers were better at Efficacy in Student Engagement and Efficacy in Instructional Strategies. However, there was not any significant difference between the groups ($p>.05$) (Table 3).

Table 4: Mann-Whitney U Test for On-Job-Training-Self Sufficiency

Self Sufficiency		n	Mean Rank	Sum of Ranks	U	P	
Öğrenci katılımı Sağlama	Yes	84	53,74	4514,00	400,000	,010	P<0.05
	No	16	33,50	536,00			
Öğretim Stratejileri	Yes	84	53,88	4525,50	388,500	,007	P<0.05
	No	16	32,78	524,50			
Sınıf Yönetimi	Yes	84	54,29	4560,00	354,000	,003	P<0.05
	No	16	30,63	490,00			

The analysis results whether or not self sufficiency scores of the teachers differed in terms of getting on-job-training were presented in Table 4 with subscales. It was noted that PE teachers who got on-job-training had higher self sufficiency than those who did not get on-job-training. There was significant difference between teachers with on-job-training and those without on-job-training in all groups ($p<.05$).

Table 5: Mann-Whitney U Test For Following Professional Publications-Self Sufficiency

Self Sufficiency		n	Mean Rank	Sum of Ranks	U	P	
Öğrenci katılımı Sağlama	Yes	49	58.72	2877.50	846,500	,005	P<0.05
	No	51	42.60	2172.50			
Öğretim Stratejileri	Yes	49	57.69	2827.00	897,000	,015	P<0.05
	No	51	43.59	2223.00			
Sınıf Yönetimi	Yes	49	57.41	2813.00	911,000	,019	P<0.05
	No	51	43.86	2237.00			

Self sufficiency of the PE teachers who followed professional publications was higher in all subscales and there was a significant difference in all of the subscales between the teachers who followed professional publications and those who did not ($p<.05$).

Table 6: Kruskal Wallis Test For Age Groups-Self Sufficiency

Öz Yeterlilik		n	Mean Rank	X ²	p	
Öğrencinin katılımını sağlama	<30Years	20	50.23	2,070	,558	P>0.05
	31-40	46	48.97			
	41-50	21	56.20			
Öğretim Stratejileri	>51	11	41.50	1,400	,705	P>0.05
	<30Years	20	53.78			
	31-40	46	47.73			
Sınıf Yönetimi	41-50	21	53.89	1,870	,600	P>0.05
	>51	11	44.86			
	<30Years	20	48.93			
	31-40	46	52.17			
	Years 41-50	21	51.70			
	>51	11	39.45			

As seen in Table 6, no significant difference in the subscales occurred in terms of age ($p>0.05$).

Table 7. The Results of the Correlation between Self Sufficiency Levels of the Physical Education Teachers and Variables

Burnout – Variables	1	2	3	4	5	6
1.Age	1,000	,911**	,283**	,017	,023	,033
	-	,000	,005	,868	,823	,747
2. Professional Rank	,911**	1,000	,297**	,034	,046	,030
	,000	-	,003	,742	,768	,654
3. Weekly Working Time	,283**	,297**	1,000	,128	,074	,182
	,005	,003	-	,208	,466	,073
4. Öğrencinin katılımını sağlama	,017	,034	,128	1,000	,693**	,785**
	,868	,742	,208	-	,000	,000
5. Öğretim Stratejileri	,023	,030	,074	,693**	1,000	,715**
	,823	,768	,466	,000	-	,000
6. Sınıf Yönetimi	-,033	-,046	,182	,785**	,715**	1,000
	,747	,654	,073	,000	,000	-



In Table 7, there was a significant correlation between weekly working hours and age and professional rank ($p < .05$). Also, there was a significant correlation between Efficacy in Student Engagement and Efficacy in Instructional Strategies and Efficacy in Classroom Management ($p < .05$).

DISCUSSION

The present research aimed at investigating professional self sufficiency levels of physical education and sports teachers who worked in Izmir in terms of some variables. According to the research findings, 5 % of the PE teachers belonged to low income group, 91 % to medium income group and 2 % to high income group. 11 % of the students had administrative tasks at the schools where they worked. It was observed that there was a significant difference between the teachers who worked at state schools and those who worked at private schools in self sufficiency ($p < .05$) and that teachers who worked at private schools had higher level of self sufficiency. The study of Türk (2009) reported that there was not any kind of significant difference between self sufficiency levels of PE teachers in terms of school type.

Teachers who work at private schools have a wide range of material equipment with which they can combine suitable teaching strategies compared to the teachers who worked at state schools. School managements hold on-job-trainings in order to support teacher development and to encourage participation in these trainings. It may be concluded that PE teachers who work at private schools feel more competent and thus give a more qualified education.

In the current research, there was not any significant difference between the groups in subscales in terms of sex variable ($p > .05$). Yet, it was noted that female physical education teachers had higher scores in Efficacy in Student Engagement and Efficacy in Classroom Management whereas male teachers were better at Efficacy in Instructional Strategies. The study of Yılmaz et al. (2010) reported that female teachers had higher self sufficiency compared to male teachers and there was a significant difference in terms of sex variable on behalf of females.

In the study of Ekici on “Beliefs in Self Sufficiency of Vocational High School Teachers”, it was detected that teachers’ beliefs in self sufficiency differed according to sex and branches and the difference was on behalf of female teachers and teachers of Education of Religion and Ethics Course (Türk, 2008).

It was noted in the study of Akdağ and Walter (2005) that sufficiency feeling differed according to sex and females considered themselves more sufficient and competent than males. In another similar study conducted by Şeker, Deniz and Görden (2005), it was reported that female candidate teachers identified themselves as more sufficient and confident than male teachers. In the study of Cheung (2008), too, female teachers had higher scores of sufficiency. However, some researches (Aslan and Sağır, 2008; Başer, Günhan and Yavuz, 2005; Saracaloğlu and Kumral, 2007) did not reveal any significant difference in terms of sex variable. In this sense, we may say that our findings were similar to above mentioned findings.

According to the research findings, PH teachers’ self sufficiency levels did not differ in terms of marital status. It was found out that self sufficiency scores of the married teachers in “Efficacy in Classroom Management” were higher than single teachers while self sufficiency scores of single teachers in “Efficacy in Student Engagement” and “Efficacy in Instructional Strategies” were better than married teachers. The study of Yılmaz et al. (2010) reported that there was a significant difference in terms of marital status and self sufficiency scores of the married teachers were found to be higher than those of the single teachers.

There was a significant difference between PE teachers who got on-job-training and those who did not. This difference was on behalf of those who got on-job-training in terms of all subscales. It was understood in the literature screening that there was a limited number of studies that investigated the self sufficiency perception and on-job-training. In the study of Saracoğlu, Aslantürk and Çengel

(2006), it was reported that self sufficiency levels of the teachers differed in terms of getting on-job-trainings. Ortaçtepe (2006) concluded that there was not any correlation between on-job-training and teachers' self sufficiency perceptions; which may –we think- be associated with the quality of on-job-trainings.

In terms of following professional publications, it was found out that self sufficiency of the PE teachers was higher in all subscales on behalf of those who followed professional publications and there was a significant difference between the groups in all subscales ($p < 0.05$). Our study did not reveal a significant difference in terms of age ($p > 0.05$). In the study of Celep (2002), it was observed that teachers' beliefs in sufficiency differed only in terms of age and personal teaching sufficiency increased with age but general teaching sufficiency decreased. Our findings and the above mentioned findings differed from each other. It may be suggested that KPSS exam taken recently (Public Personnel Selection Exam) may have had negative effects on age.

There was a significant correlation between age and professional rank and weekly working hours ($p < 0.05$). As for the subscales, a significant correlation between Efficacy in Student Engagement and Efficacy in Instructional Strategies and Efficacy in Classroom Management occurred, too ($p < 0.05$). In the studies of Woolfolk-Hoy (2000) and Karahan (2006) it was noted that self sufficiency of the teachers with higher ranks was higher than those with lower ranks. Similarly, the studies of Önen and Öztuna (2005) and Cheung (2008) pointed out that there was a significant correlation between teachers' rank and their self sufficiency. On the other hand, there are also various studies that demonstrated that there was not a significant correlation between teachers' rank and their self sufficiency (Ekici, 2006; Kesgin, 2006; Saracaloğlu, Aslantürk and Çengel, 2006; Steele-Dadzie, 2004). Our results supported the literature.

CONCLUSION AND RECOMMENDATIONS

Generally speaking about the results of the research; it was determined that PE teachers' perceptions about their socio economic levels were at moderate level; teachers who worked at private schools, who followed professional publications and who got on-job-training had higher level of self sufficiency. In light of these results, it may be recommended that on-job-training courses should be provided in order to improve teacher' sufficiency in Efficacy in Student Engagement and Efficacy in Instructional Strategies and Efficacy in Classroom Management and joint researches about classroom management and teaching strategies should be conducted in collaboration with universities.

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