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**THE INVESTIGATION OF THE RELATIONSHIP BETWEEN
PHYSICAL EDUCATION AND SPORTS TEACHER CANDIDATES'
COMMUNICATION SKILLS AND THEIR TEACHER SELF-
EFFICACY PERCEPTIONS***

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Abstract

The aim of this study was to investigate the relationship between physical education and sports teacher candidates' communication skills and their teacher self-efficacy perceptions. The research is a descriptive study in relational screening model. In the research, Communication Skills Assessment Scale (CSAS) developed by Korkut (1996) and Teacher Self-Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001) and adapted into Turkish language by Çapa, Çakıroğlu and Sarıkaya (2005) were used as the data collection tools. The data of the research was collected from 245 students studying at Ege University, Faculty of Sport Sciences and Dokuz Eylül University, School of Sport Sciences and Technology. The data was analyzed using SPSS 21.00 statistical package program. In the analysis of the data, descriptive statistics, independent groups t-test, One-way ANOVA, correlation and regression statistical techniques were used. As a result of the research, it was revealed that there was a moderate level positive relationship between teacher candidates' teacher self-efficacy perceptions and their communication skills and that communication skill was a significant predictor of teacher self-efficacy perception. Furthermore, it was observed in the research that teacher self-efficacy perceptions of teacher candidates significantly differed according to grade and sports age.

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Beden Eğitimi Ve Spor Öğretmeni Adaylarının İletişim Becerileri İle Öğretmenlik Özyeterlilik Algıları Arasındaki İlişkinin İncelenmesi

Öz

Bu araştırmanın amacı beden eğitimi ve spor öğretmeni adaylarının iletişim becerileri ile öğretmenlik öz yeterlik algıları arasındaki ilişkinin incelenmesidir. Araştırma ilişkisel tarama modelinde betimsel bir çalışmadır. Araştırmada veri toplama aracı olarak Korkut (1996) tarafından geliştirilen "İletişim Becerilerini Değerlendirme Ölçeği (İBDÖ)" ve Tschannen-Moran ve Woolfolk Hoy (2001) tarafından geliştirilen, Çapa v.d (2005) tarafından Türkçe'ye uyarlanan Öğretmen Özyeterlilik Ölçeği(TSES) kullanılmıştır. Araştırma verileri Ege Üniversitesi Spor Bilimleri Fakültesi ve Dokuz Eylül Üniversitesi Spor bilimleri Teknolojisi Yüksekokulu'nda öğrenim gören 245 öğrenciden toplanmıştır. Araştırma verileri SPSS 21.00 istatistik paket programı kullanılarak analiz edilmiştir. Verilerin analizinde tanımlayıcı istatistikler, bağımsız gruplar t-testi, tek yönlü varyans analizi, korelasyon ve regresyon istatistikleri kullanılmıştır. Araştırma sonucunda öğretmen adaylarının öğretmenlik öz yeterlilik algıları ile iletişim becerileri arasında orta düzeyde pozitif yönde bir ilişki olduğu ve iletişim becerisinin öğretmenlik öz yeterlilik algısının önemli bir yordayıcısı olduğu bulunmuştur. Araştırmada ayrıca öğrencilerin öğretmenlik öz yeterlilik algılarının sınıf düzeyine, spor yaşına göre değiştiği gözlenmiştir.

Anahtar Kelimeler: *Öğretmenlik Özyeterlilik Algısı, İletişim, Beden Eğitimi.*

INTRODUCTION

It is expected that each teacher should have certain qualifications peculiar to teaching profession as well as the qualities that must be found in a contemporary individual. Having effective communication skills and having a high level of his/her own teacher self-efficacy perceptions can be considered among the qualities that are expected to be in an effective teacher.

Communication is sharing the emotions and thoughts (Baltaş & Baltaş, 1994). Okoli et al. (2017) defined communication simply as the transmission of information or the transfer of information. Hubley (1993) stated that communication is a complex process that cannot be simply described and it has got multiple components. Güven (2013) defined communication as the tool by which one can sustain both his individual and social existence. Communication is mutual talk, media, and our appearance (Gülbahçe, 2010). After a human

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being comes on earth, he begins to interact with his environment and this interaction gradually becomes richer, diversified and complicated. According to Erdoğan (2002), interpersonal communication refers to communication that starts from the person himself and involves the others. For this reason, the person is in relationship with himself and with the others at the same time. Therefore, communication involves multiple concurrent interactions.

Communication involves all the efforts exhibited to share information, emotions, thoughts, and behaviors among individuals and groups (Güven, 2013). According to Ekinçi (2006), communication is the interactive sharing of emotions, thoughts and perceptions among people. According to Oskay (2004), communication is the sharing of values, information, thoughts, and emotions within social life.

Effective communication skills are qualifications that must be found in all human relationships, in all professional relationships, and especially in the individuals working in the professions where they should interact with people more (Korkut, 2005). One of these professions in which the sharing of emotions, thoughts, and information is intensely exhibited is teaching profession. Communication skills for teaching profession have more significance than for all other professions because the most effective means of demonstrating teaching skills is communication. Besides, teachers necessitate effective communication skills to be successful in learning and instructional activities. In effective classroom management, effective communication skills have been integrated into social skills through active learning activities.

Effective communication skills in education enable to develop healthy student-teacher relationships (Kaya, 2014). Effective communication skills in education can be constructed by the communicative activities such as verbal or poster presentation, multimedia, problem solving, and discussion in instructional activities (Sugito, Mulyani & Supartono, 2017).

The inability of teacher candidates to develop enough effective communication skills in their pre-service training will prevent them from exhibiting the necessary behaviors especially in the first years of their careers not only in classroom management but also in effectively resolving the conflicts they experience with their students. The effective way of managing conflicts is closely related to the ability to use verbal and non-verbal communication in the most effective way. Effective communication skills of the teacher is a factor

that enhances both his perception of proficiency in daily life and his perception of professional competence. Hence, the researches conducted support this knowledge (Balci, 1996; Çiftçi & Taşkaya, 2010; Heslin & Klehen, 2006; Schwarzer & Hallum, 2008).

According to Ritter, Boone and Rubba (2001), efficacy theory implies that an individual should be aware of the motivation, thoughts, behaviors, and feelings of his own in his life. Bandura (1997) defines efficacy as the awareness of the potential for the individual to take action for being able to achieve a certain goal. The concept of efficacy, which has two dimensions as self-efficacy and outcome expectancy, is that an individual can be aware of the fact that he has the necessary skills to perform a task (Zusho & Pintrich, 2003). Self-efficacy describes the awareness that an individual has the capacity to perform a task. This awareness is related to the potential to produce a result in terms of the goal and includes both the effort to achieve the goal and the determination and resistance to resolve the problems that may be encountered in this process.

Self-efficacy refers to the belief what an individual can do to cope with the problems, not an empty belief in terms of the capacity of the individual (Synder & Lopez, 2002). According to Dembo (2004), self-efficacy expresses the confidence of an individual in his ability to perform a task.

Individuals with high levels of self-efficacy do not abstain from difficulties but struggle, they do not lose their sense of responsibility but focus on the job and exhibit the necessary strategic behaviors. According to Yilmaz, Gürçay and Ekici (2007) and Iroegbu (2015), self-efficacy is the driving force of an individual's behaviors and of the resistance and determination in his behaviors.

According to Bandura (2006), teacher self-efficacy implies the teacher's faith in the ability and determination to be able to demonstrate the necessary skills to achieve educational and instructional goals.

In other words, teaching self-efficacy is the determination of the teacher that he can teach to all students regardless of whether they are easy learners or difficult learners.

The fact that teachers have self-efficacy beliefs seem to be the prerequisite to what they can do for their students. According to Caprara, Barbaranelli, Steca and Malone (2006), Goddard, Hoy and Woolfolk (2004), and Taşkın, Cantürk and Öngel (2005), self-efficacy levels of teachers is of great importance in the success of the students. It is expected that as teachers'

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self-efficacy levels increase, they exhibit more effort and determination to teach (Pajares, 2002). The studies conducted revealed that teachers with higher self-efficacy have higher planning and organizing skill levels, are more open to innovation, and have more motivation in terms of coping with the problems (discipline, attention loss, failure) in educational process (Milner & Woolfolk, 2003; Simbula, Guglielmi & Schaufeli, 2011). High self-efficacy of teachers has an important effect on the motivation, effective learning and success of the student (Özkan, Tekkaya & Çakıroğlu, 2002). That's why, teacher candidates are expected to develop self-efficacy belief in their pre-service training process.

There are many studies in the literature aiming to describe self-efficacy levels and communication skills of physical education teacher candidates separately. However, no researches were encountered aiming to explain whether physical education teacher candidates' communication skills predicted their teacher self-efficacy perceptions. Yet, the fact that teacher candidates' communication skills are improved involves implications that will reinforce their faith in themselves in achieving their professional goals. For this reason, it was aimed to investigate the relationship between physical education and sports teacher candidates' communication skills and their teacher self-efficacy perceptions in this study.

METHOD

Research Model

The research is designed in the relational screening model in quantitative research design as it aims to explain the relationship between two or more variables (Karasar, 2009). Researches in the screening model are the studies attempting to describe the qualities of large masses (Büyüköztürk et al., 2012). In this study, the relationship between physical education and sports teacher candidates' communication skills and their self-efficacy perceptions was examined. In this respect, the study exhibits the characteristics of relational screening model. In the research, it was also examined whether these variables differed significantly according to such variables as age, gender, field of specialty, grade, and sports experience.

Study Group

The population of the research was composed of the students studying at the Schools of Physical Education and Sports Training in the state universities

in Turkey. The sample of the research was formed according to convenience sampling method, beginning from the participants that are the easiest to reach. According to Büyüköztürk et al. (2012), convenience sampling method is the sampling method in which the sample is completed by beginning from the participants that are the easiest to reach so as to attain the required number of participants in the study. The sample of the research was composed of a total of 245 students; 119 of whom (61 female, 58 male) were studying at Ege University, and 126 of whom (64 female, 62 male) were studying at Dokuz Eylül University, School of Sport Sciences and Technology.

Data Collection Tools

In the research, Communication Skills Assessment Scale developed by Korkut (1996) was used to determine teacher candidates' communication skills. The five-point Likert-type scale consisting 25 items had a single-dimensional structure and the reliability coefficient of the scale was $r.76$.

In the research, Teacher Self-Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001) and adapted into Turkish language by Çapa, Çakiroğlu and Sarıkaya (2005) was used to determine teacher candidates' self-efficacy perceptions. The scale had a three-dimensional structure with a nine-point Likert-type consisting 24 items. The reliability analysis results of the sub-dimensions of the scale were; $r.82$ for communication with the students sub-dimension, $r.86$ for teaching strategies sub-dimension, and $r.84$ for class management sub-dimension, respectively.

Personal information form developed by the researcher was used in the research to determine the variables affecting teacher candidates' communication skills and their teacher self-efficacy skills.

Data Collection Process

In the research process, data collection procedure and the fact that participation in the research was voluntary was explained to the participants in the classroom environment. Personal identity information was not requested from the participants and they were only asked to fill in the volunteer form. The scales filled in by the participants underwent preliminary investigation and those that were randomly filled and those with empty items or sections were excluded from the analysis.

Data Analysis

The data of the study was analyzed using SPSS 21.00 statistical package program. In the analysis of the data, in order to determine the level of

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significance of Communication Skills Assessment Scale, Teacher Self-efficacy Scale and sub-dimensions according to the variables with two categories, independent groups t-test, and the variables with three or more categories, one-way ANOVA test was used. Correlation analysis was performed to determine whether there was a relationship between Communication Skills Assessment Scale and Teacher Self-efficacy Scale and sub-dimensions; simple regression analysis was performed to determine whether communication skill predicted self-efficacy level.

FINDINGS

As a result of the research, it was found that teacher candidates' communication skills was a significant predictor of teacher self-efficacy perception and that there was a moderate level positive relationship between teacher self-efficacy perception and communication skills. It was also observed in the research that the students' teacher self-efficacy perceptions differed according to grade and sports experience.

Descriptive statistics in terms of teacher candidates' teacher self-efficacy scale sub-dimensions were calculated in the study and the results are given in Table 1.

Table 1. Descriptive Statistics in Terms of Physical Education and Sports Teacher Candidates' Teacher Self-efficacy Perceptions				
The Sub-Dimensions of Teacher Self-Efficacy Scale	Min	Max	x	s
Communication with the Students Sub-dimension	2.5	9	7.5	.90
Teaching Strategies Sub-dimension	1.25	9	7.65	.94
Class Management Sub-dimension	2.38	9	7.52	.94
Teacher Self-efficacy Scale in General	2.04	9	7.66	2.12

When Table 1 is analyzed, it could be seen that the arithmetic mean scores in terms of teacher candidates' teacher self-efficacy scale sub-dimensions were very close to each other. The mean score in 'Communication with the students' sub-dimension was x: 7.52; the mean score in 'Teaching strategies' sub-dimension was x: 7.65; and the mean score in 'Class management' sub-dimension was x: 7.52. According to this result, it could be said that the teacher candidates had a fairly high level of teacher self-efficacy perceptions. The fairly high level of the mean score in terms of the scale's sub-dimensions could be explained by the homogeneous structure of the group. Hence, when the standard

deviations are taken into consideration, the fact that the standard deviations were below 1 in all the sub-dimensions could be regarded as another indicator of the homogeneity of the group.

Descriptive statistics in terms of teacher candidates' communication skills were calculated in the study and the results were given in Table 2.

Table 2. Descriptive Statistics in Terms of Physical Education and Sports Teacher Candidates' Communication Skills				
Communication Skills Scale	Min	Max	x	s
Communication Skills Scale in General	2.80	5.00	4.00	9.69

When Table 2 was analyzed, it was found that the communication skills of teacher candidates varied between 70 and 127. Assuming that the highest score that could be obtained from the scale was 127, the fact that the mean scores in terms of communication skills was 100 could be interpreted that teacher candidates' communication skills were at moderate level.

Correlation analysis was performed in the research to determine whether there was a relationship between teacher candidates' communication skills and their teacher self-efficacy scale sub-dimensions and the results were given in Table 3.

Table 3. The Results of the Correlation Analysis between Physical Education and Sports Teacher Candidates' Self-efficacy and Communication Skills				
Self-efficacy Communication	Communication with the Students	Teaching Strategies	Class Management	Self-efficacy in General
Communication	.48	.43	.44	.47
Skills	.00	.00	.00	.00

When Table 3 was analyzed, it was found that there was a relationship between teacher candidates' communication skills and the self-efficacy scale in general at r.47 level; communication with the students sub-dimension at r.48; teaching strategies sub-dimension at r.43 level; class management sub-dimension at r.44 level. In other words, it could be said that there was a moderate level positive relationship between physical education and sports teacher candidates' communication skills and their teacher self-efficacy levels.

Simple regression analysis was performed in the study to determine whether teacher candidates' communication skills predicted teacher self-efficacy skills and the results were given in Table 4.

Table 4. Regression Analysis Results in Terms of Whether Physical Education and Sports Teacher

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Candidates' Communication Skills Predicted Teacher Self-efficacy						
Variable	r	r 2	Standard Error	B	B	T
Communication with the Students	.48	12.97	1.27	4.06	.38	3.18*
Teaching Strategies	.43	14.85	1.28	.153	.01	.11*
Class Management	.44	13.92	1.29	1.08	.10	.84*
Self-efficacy in General	.47	38.91	.16	.019	.04	.11*

When Table 4 was analyzed, it could be said that communication skill was an important predictor of teacher self-efficacy perception. When the standardized beta coefficient and t values were examined, it could be stated that communication skills was a significant predictor of teacher candidates' self-efficacy in self-efficacy scale in general, in communication with the students sub-dimension, in teaching strategies sub-dimension and in classroom management sub-dimension, respectively. According to this result, it was seen that communication skills explained 38% of the total variance of the self-efficacy scale in general, 12.97% of the variance in the communication with the students sub-dimension, 14.85% of the variance in the teaching strategies sub-dimension, and 13.92% of the variance in the classroom management sub-dimension.

The results of One-way ANOVA analysis performed to determine whether teacher candidates' self-efficacy skills showed difference difference according to grade variable were given in Table 5.

Table 5. ANOVA Test Results of Teacher Self-efficacy Scale Sub-dimensions According to Grade Variable						
Sub-dimensions	Grade	n	x	s	F	p
Self-efficacy in General	1 st Grade	31	7.75	1.61	3.18	.02
	2 nd Grade	50	7.72	1.43		
	3 rd Grade	53	7.69	1.26		
	4 th Grade	111	7.37	2.68		
	Total	245	7.56	2.12		

When Table 5 was analyzed, it was observed that while there was no significant difference between teacher candidates' self-efficacy scale scores and the sub-dimensions of the scale, a significant difference was found in the scale in general according to grade variable. According to the Scheffe analysis performed to determine in which groups the difference was, it was found that the difference was between the self-efficacy scores of the fourth grade teacher candidates and those in other grades.

The results of One-way ANOVA analysis performed to determine whether teacher candidates' self-efficacy skills showed a significant difference according to sports experience were given in Table 6.

Table 6. ANOVA Test Results of Teacher Self-efficacy Scale Sub-dimensions According to Sports Experience Variable

Sub-dimensions	Sports Experience	n	x	s	f	p	Groups of Difference
Communication with the Students	1-7 years	157	8.67	.61	6.9	.00	1-7 years of experience – 8-15 years of experience
	8-15 years	84	7.24	1.22			
	16-22 years	4	7.48	1.37			
Teaching Strategies	1-7 years	157	8.84	.59	10.9	.00	
	8-15 years	84	7.80	1.27			
	16-22 years	4	6.96	1.54			
Class Management	1-7 years	157	8.70	.62	9.10	.00	
	8-15 years	84	7.21	1.23			
	16-22 years	4	6.84	2.02			
Self-efficacy in General	1-7 years	157	7.41	1.3	9.88	.00	
	8-15 years	84	6.83	2.09			
	16-22 years	4	7.5	3.8			

When Table 6 was analyzed, it was observed that there was a significant difference between teacher candidates' self-efficacy scale scores in all the sub-dimensions according to sports experience variable. According to the Scheffe analysis performed to determine in which groups the difference was, it was found that the difference was between the self-efficacy scores of teacher candidates with 1-7 years of experience and those with 8-15 years of experience.

CONCLUSION AND DISCUSSION

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As a result of the research that examined whether physical education and sports teacher candidates' communication skills predicted their teacher self-efficacy perceptions, it was revealed that teacher candidates' communication skill was an important predictor of teacher self-efficacy perception and that there was a moderate level positive relationship between physical education and sports teacher candidates' teacher self-efficacy perceptions and their communication skills ($p < .05$, $r = .47$). In the studies of Luszczynska (2005), Yılmaz (2011), Schwarzer and Hallum (2008), Tschannen-Moran (1998), and Heslin and Klehen (2006), it was also found that the teachers with high level of efficacy communicated more effectively with their students compared to those without.

In the study, it was revealed that physical education and sports teacher candidates' teacher self-efficacy perception scores were fairly high in the scale in general and in all three sub-dimensions of the scale ($x: 7.66$). This result is compatible with the study findings of Şahin and Çakar (2011), and Alemdağ, Öncü and Yılmaz (2014).

High self-efficacy perception is thought to be a conclusion peculiar to the field of physical education and sports. The field of physical education and sports is one of the fields where physical kinesthetic intelligence is used predominantly. That is to say, it is a field where learning by doing, experiencing and practicing is dominant. Performing a task, attempting to do it and achieving has an influence that will increase the personal efficacy of the individual. Physical education and sports is also a field where the motivation struggling and winning is very high. This situation is thought to bring together a high level of self-efficacy perception. Hence, in the study of Callea, Spittle, Meara and Casey (2008), it was found that there was a relationship between teaching psychomotor behaviors and self-efficacy.

In the study, it was also found that physical education teacher candidates' mean scores of communication skills were also high ($x: 4$). In the studies of Korkut (1997), Mutlu, Şentürk and Zorba (2014), and Pehlivan (2005), the communication skills of physical education and sports college students were found to be higher than those studying in other departments. The studies of Çetinkaya (2011), Ocak and Erşen (2015), and Küçükkaragöz, Canbulat and Akay (2013) also indicated that teacher candidates' communication skills were high. However, in the study conducted by Çevik (2011) on music teacher

candidates, it was found that teacher candidates' communication skills at moderate level. While struggling against the rival in sport activities, the individual reviews all the possibilities related to his opponent, decides, and takes action. Besides, physical contact has a significant place in the communication of the individual in sports. During the competition with the opponent, the individual often communicates with his rival and his teammates through physical contact. For all these reasons, the individual acquires a different perspective on the events within sports, which has a significant influence to improve his communication skills. It was found in a research that the lessons taught in physical education and sport teaching department improved the students' communication skills (Pepe, Toy and Güler, 2005).

It was also found in the research that teacher candidates' teacher self-efficacy perceptions significantly differed according to grade and sports experience. This result is in line with the study findings of Cihan (2014). In the research, it was observed that self-efficacy levels did not differ significantly according to age, gender and field of specialty variables. In the studies of Cihan (2014) and Demirtaş, Cömert and Özer (2011), it was found that teacher candidates' self-efficacy levels showed significant difference according to gender.

It was found that teacher candidates' communication skills significantly differed according to age, gender, field of specialty, grade, and sports experience variables. In the studies of Çevik (2011), Korkut (1997), Bozkurt, Serin and Emran (2003), Tepeköy (2007), Mutlu et al. (2014), Görür (2001), and Pehlivan (2005), it was revealed that communication skill differed significantly according to gender but did not differ significantly according to age, grade and sports experience.

Bandura (1994) implied that personal characteristics were among the factors affecting self-efficacy belief. Bearing in mind the fact that communication skill is also one of these characteristics, it is noteworthy to find out as a result of research that communicative skill is feature explaining teacher self-efficacy perception. According to this result, the fact that teacher candidates have effective communication skills will enable them to have positive experiences in a way that will support their teacher self-efficacy perceptions.

A high level of self-efficacy perception will lead the individual to take a more active role in all the phases of life as well as to use communication skills more effectively.

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The fact that teacher candidates have a high level of professional efficacy perception related to themselves will enable them to find the necessary power to fulfill the requirements of such a difficult task as teaching. The ability of teacher candidates to fulfill the requirements of teaching profession is closely related to the quality of the pre-service education they receive. For this reason, in teacher education, teacher candidates should be made to have learning experiences so that they can develop their communication skills and professional self-efficacy skills, and this process should include more activities and content offering different learning opportunities.

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