

Investigation of Perceptions Concerning Leadership Roles of Physical Education and Sport Teachers

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Abstract

This study aims to investigate the perceptions of physical education and sport teachers who work in the city Bayburt concerning teacher leadership roles in terms of various variables. The population of the study consists of 42 physical education and sport teachers who work in the city Bayburt. Sampling has not been used as the whole population is included. The chapter in which the perceptions of teachers have been evaluated is used from The Scale of Perception and Expectation Identification Concerning Teacher Leadership which was developed by Beycioğlu (2009) to identify the perceptions of physical education and sport teachers concerning teacher leadership. According to the test of analysis of independent sample t-test, it is identified that female teachers have higher averages than male teachers at institutional development subscale and scale total point. Furthermore, it is found that physical education and sport teachers who have a less than 10 years experience have higher averages compared to those who have a more than 10 years experience at institutional development, professional development, collaboration among colleagues' subscales and scale total point ($p < .05$). As a result, it can be stated that physical education and sport teachers who have a less than 10 years experience take part more in performing studies that are based on collaboration, creating an impact on the students and colleagues with model behavior and performing executive activities as compared to teachers who have 10 years and more experience.

Keywords: physical education and sport teachers, leader, teacher leadership roles

1. Introduction

A leader is defined as the power that affects the actions of other people (Krausz, 1986) and a complex function that relations between followers and circumstances have constituted (Koçel, 2015). Leadership can be defined as a complex field of performance which is based on the ability to be able to solve the interpersonal and organizational problems (Hedlund et al., 2003), adopting the vision of the leader voluntarily (Cook et al., 1997). Ovando (1996) has asserted in his studies that leadership affects the ability to innovate of teachers in class positively and that leads to an increase in student performance. In light of this information, the term teacher leadership is prominent. Teacher leadership is defined as leadership behaviors that are performed by teachers inside and outside of the school, the contribution of teachers to create a supportive school culture, collaboration with the colleagues, effort of teachers to effective education, constant self-improvement of the teacher vocationally and affecting learning of the student positively (York-Barr & Duke, 2004; Harris & Muijs, 2005; Katzenmeyer & Moller, 2009; Koşar et al., 2017), ability to organize the school activities actively by improving and sharing an educational vision and to participate on a functional level in school activities and improve these activities (Can, 2006). According to another definition, leader teachers are those who focus on the student learning, seek life-long learning for themselves, use catalyzing and presenting skills, keep others busy with the shared vision and meaning, develop relationships and maintain them, work with the sense of integrity, plan and become organized (Moller et al., 2001; Bowman, 2004; Angelle & Dehart, 2011). It has been asserted that teacher leadership is conceptualized as an array of behaviors and practices that are conducted concurrently and together and it is related to relationships and connections between individuals in a school (Muijs & Harris, 2007). It is also known that teacher leadership focuses on a leadership vision that is based on impact and interaction instead of power and authority (Poekert, 2012) and it increases the effectiveness of the teacher (Katzenmeyer & Moller, 2009). The information in the body of literature has demonstrated that teacher leaders are important sources of educational speciality and information since they demonstrate a high level of proficiency (Snell &

Swanson, 2000). Besides, it can be enunciated that teacher leadership develops most in collaborative environments therefore, constituting a trust culture that enables collaboration to accrue is important for the development of teacher leadership. (Lonquist & King, 1993; Caine & Caine, 1999, Little, 2000; Muijs & Harris, 2007). When the body of literature is analyzed, it is observed that there are few studies on teacher leaderships of physical education and sport teachers. This study that is conducted in this context is important in terms of identification of how much physical education and sport teachers show leadership in schools and extension of the body of literature. In line with all this information, this study aims to analyze perceptions of physical education and sport teachers who work in the city Bayburt concerning teacher leadership roles in terms of various variables.

2. Method

In this study, which examined the leadership perceptions of physical education and sports teachers, screening model was used from quantitative research methods.

2.1 Population and Sample

The population of the study consists of 42 physical education and sport teachers who work in the city Bayburt. Sampling has not been used as the whole population is included.

2.2 Data Collection Method

In the phase of data collection for the research method of data collection with the survey was used. The survey form consists of two chapters. In the first chapter of the survey, there are demographical questions and in the second chapter of the survey there are questions concerning teacher leadership

2.3 Data Collection Tool

The Scale of Perception and Expectation Identification Concerning Teacher Leadership (TLPI) which was developed by Beycioğlu (2009) to identify the perceptions of physical education and sport teachers concerning teacher leadership and which has consisted of 25 items is used. The items that are on the scale have been evaluated with a five-point likert scale. The scale consists of two chapters in which there are questions concerning expectations and perceptions related to teacher leadership. Because of the aim of the study, the chapter in which the perceptions are evaluated has been used in the study. The items that are on the scale consists of total three aspects such as institutional development (items 6, 7, 8, 9, 11, 13, 14, 15, 16), professional improvement (items 10, 12, 17, 18, 19, 20, 21, 22, 23, 24, 25) and collaboration among colleagues (items 1, 2, 3, 4, 5). On this scale the lowest point to take is 25, the highest point is 125. The high point is evaluated as high perception and the low point is evaluated as low perception concerning teacher leadership. In the analysis studies of this scale, it is observed that the reliability coefficient of extents varies between .87 and .92 and test-retest measurements vary between .80 and .87 (Beycioğlu, 2009).

2.4 Data Analysis

SPSS 22 packaged software was used in the analysis of the data. Independent samples t-test was conducted for comparisons. The significance level was admitted as $p < 0.05$.

3. Findings

Table 1. Results of the comparison of perception points according to the gender concerning leadership roles of physical education and sport teachers

	Gender	n	\bar{x}	SD	t	p
Institutional Development	Female	7	40.86	3.02	2.95	.00*
	Male	35	36.26	6.24		
Professional Development	Female	7	53.00	2.31	1.90	.06
	Male	35	49.11	5.26		
Collaboration among Colleagues	Female	7	22.86	2.34	.69	.49
	Male	35	22.06	2.85		
Total Point	Female	7	116.71	6.40	2.88	.01*
	Male	35	107.43	12.54		

Note. * $p < 0.05$.

At Table 1, the results of “independent samples t-test” are provided. As a conclusion of the analysis, it is detected that statistically, institutional development and total point differ considerably according to gender ($p <$

0.05). There was no significant difference in terms of other points according to gender.

Table 2. Results of the comparison of perception points according to the marital status concerning leadership roles of physical education and sport teachers

	Marital Status	n	\bar{x}	SD	t	p
Institutional Development	Married	30	36.63	6.57	-.65	.51
	Single	12	38.00	4.59		
Professional Development	Married	30	49.80	5.44	.07	.94
	Single	12	49.67	4.27		
Collaboration among Colleagues	Married	30	22.30	2.78	.40	.69
	Single	12	21.92	2.81		
Total Point	Married	30	108.73	13.08	-.20	.84
	Single	12	109.58	10.12		

At Table 2, the results of “independent samples t-test” are provided. As a conclusion of the analysis, it is detected that statistically, perception points concerning leadership roles do not differ significantly according to the marital status ($p < 0.05$).

Table 3. Results of the comparison of perception points according to the monthly income status concerning leadership roles of physical education and sport teachers

	Monthly Income	n	\bar{x}	SD	t	p
Institutional Development	5000 TL and less	14	37.93	5.12	.68	.50
	5001 TL and more	28	36.57	6.51		
Professional Development	5000 TL and less	14	50.50	5.06	.66	.51
	5001 TL and more	28	49.39	5.14		
Collaboration among Colleagues	5000 TL and less	14	22.14	2.93	-.07	.93
	5001 TL and more	28	22.21	2.73		
Total Point	5000 TL and less	14	110.57	11.75	.59	.55
	5001 TL and more	28	108.18	12.54		

At Table 3, the results of “independent samples t-test” are provided. As a conclusion of the analysis, it is detected that statistically, perception points concerning leadership roles do not differ significantly according to the monthly income status ($p < 0.05$).

Table 4. Results of the comparison of perception points according to the school type concerning leadership roles of physical education and sport teachers

	School Type	n	\bar{x}	SD	t	p
Institutional Development	Secondary School	29	36.76	5.33	-.42	.67
	High School	13	37.62	7.63		
Professional Development	Secondary School	29	49.97	5.08	.38	.70
	High School	13	49.31	5.27		
Collaboration among Colleagues	Secondary School	29	22.17	2.74	-.06	.95
	High School	13	22.23	2.92		
Total Point	Secondary School	29	108.90	11.27	-.06	.95
	High School	13	109.15	14.54		

At Table 4, the results of “independent samples t-test” are provided. As a conclusion of the analysis, it is detected that statistically, perception points concerning leadership roles do not differ significantly according to the school type ($p < 0.05$).

Table 5. Results of the comparison of perception points according to the professional experience concerning leadership roles of physical education and sport teachers

	Professional Experience	n	\bar{x}	SD	t	p
Institutional Development	10 Years below	26	38.81	5.64	2.60	.01*
	10 Years and above	16	34.13	5.70		
Professional Development	10 Years below	26	51.35	3.96	2.77	.00*
	10 Years and above	16	47.19	5.75		
Collaboration among Colleagues	10 Years below	26	23.08	1.98	2.87	.00*
	10 Years and above	16	20.75	3.28		
Total Point	10 Years below	26	113.23	9.66	3.18	.00*
	10 Years and above	16	102.06	12.98		

Note. * $p < 0.05$.

At Table 5, the results of “independent samples t-test” are provided. As a conclusion of the analysis, it is detected that statistically, perception points concerning leadership roles differs significantly according to the professional experience ($p < 0.05$).

4. Discussion and Conclusion

According to research results precisely according to results of “independent samples t-test” which is used in the comparison of perception points, concerning leadership roles, according to gender; it is specified that in the aspects of institutional development and total point female physical education and sport teachers have higher averages compared to male physical education and sport teachers. In the body of literature, some studies reveal differences in terms of the gender variable similarly. Kürkçü (2019) reached a difference in support of male teachers in the aspect of institutional development according to gender variable. Kıranlı (2013) concluded that there is a significant difference in support of female teachers in the aspect of professional development. Yiğit et al. (2013) reached a significant difference in support of female teachers in the aspect of professional development. There are studies that conclusions of which are different from those that are in the body of literature. Beycioğlu (2009) did not reach any difference in the aspect of gender variable in the study he conducted. Similarly, Köllükçü (2011), Dalgıç Dinlendi (2012), Kılınç and Receptoğlu (2013), Yılmaz et al. (2016), Kaya (2016), Ağırman (2016), Saticı (2018), Yaz (2018), Yılmaz (2018) and İnanır (2020) did not reach any difference in the aspect of gender variable as well. In line with the obtained results, it can be expressed that female teachers benefit from the aspect of professional development more when compared to male teachers and they participate more than male teachers in various executive activities. However, it also has to be considered that the number of studies that did not reach the difference, more precisely, which emphasizes that female and male teachers show similar leadership characteristics is not few.

According to the results of “independent samples t-test” which is used in the comparison of perception points according to marital status and monthly income concerning leadership roles of physical education and sport teachers, statistically, no significant difference was reached. Accordingly, it can be stated that marital status and monthly income status does not cause a significant difference. According to results that have been obtained, it can be expressed that teachers show similar leadership characteristics according to marital and monthly income statuses.

Statistically, a significant difference was not found according to the results of the “independent samples t-test” used to compare the perception scores of the leadership roles of physical education and sport teachers according to the type of school they work. Similar to the findings obtained from the study, Demiral (2018) did not find any difference according to the type of school they work. There are studies in the literature that have reached different results. Yiğit et al. (2013) concluded that teachers working in primary schools have higher averages in professional development than teachers working in high schools, and high school teachers have higher averages in collaboration with colleagues than primary school teachers. Çelik Yılmaz (2017) concluded in his study that primary and secondary school teachers have higher averages in professional development than high school teachers. Yılmaz (2018) found that the arithmetic mean scores of primary and secondary school teachers in the dimensions of institutional development and professional development according to the school level variable, teachers working in secondary schools in the dimension of cooperation with colleagues, and teachers working in primary and secondary schools in general in the teacher leadership scale are higher than the teachers working in high schools. According to the results obtained, it can be said that similar leadership characteristics are seen in teachers according to the variable of school type. Studies that are worked in the literature and differ according to the type of school should also be taken into consideration.

According to the results of the “independent samples test” used to compare the perception scores of physical education and sport teachers in line with the duration of their professional experience, it was determined that physical education and sport teachers with less than 10 years of experience in all sub-dimensions and scale total scores have higher averages than teachers with 10 years or more experience according to the results of the research. Similar to the results we obtained from the research, Beycioğlu (2009), Dalgıç Dinlendi (2012), Kılınç and Receptoğlu (2013), Kaya (2016), Teyfur (2017), Çelik Yılmaz (2017) and İskender (2019) reached statistically significant differences. Unlike the study, Yılmaz et al. (2016) and Yılmaz (2018) could not reach any statistically significant difference. For a teacher leadership to function in a school, it is expected that there should be supportive elements such as collaborative work, knowledge sharing, and collective knowledge creation, and professional experience sharing (Muijs & Harris, 2006). In essence, teacher leaders are people who affect the whole school community by creating a learning environment (Lieberman & Miller, 2004), make the school environment attractive for teachers, create a school climate based on collaboration and communication, and encourage teachers to continue their profession effectively (Katzenmeyer & Moller, 2009). Accordingly, it can be said that physical education and sport teachers who have less than 10 years of experience have a greater role in conducting collaborative studies, creating an impact on their students and colleagues with exemplary behaviors, and realizing administrative activities, compared to physical education and sport teachers with 10 years or more.

In conclusion, it can be expressed that gender and professional experience period affects the perceptions of physical education and sport teachers’ leadership roles; the variables of monthly income, marital status, and school type do not have an effect on the perceptions of teachers’ regarding leadership roles. Considering the studies that have different results in the literature, it is recommended to conduct studies on larger sample groups and to compare different teaching branches.

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