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*Original article*

## INVESTIGATING SELF-EFFICACY LEVELS OF PHYSICAL EDUCATION AND SPORTS TEACHERS IN TERMS OF SOME VARIABLES

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### Abstract

*Aim:* The purpose of this study was to determine self efficacy levels of physical education and sport teachers. Randomly selected, 211 physical education and sport teacher were participated to this study voluntarily.

*Methods:* The data of research were collected with Teacher Self-efficacy Scale, which developed by Tschannen-Moran and Hoy (2001), adapted to Turkish by Çapa, Çakıroğlu, and Sarıkaya (2005). Statistical analysis was done by IBM SPSS 20.0 (Statistical Package for the Social Sciences) package program. For statistical analysis, Mann Whitney U test and Kruskal Wallis variance analysis were performed. Statistical difference was set at ,05.

*Results:* While statistically difference was not found at education status and institution, statistical difference was found at Classroom management and self efficacy total scores according to gender parameter. Besides, Statistical difference was found at Student involvement, teaching strategies, classroom management and self efficacy total scores according to age and retirement years.

*Conclusions:* All considered is that self efficacy of physical education and sport teachers, could be changed according to gender, age and retirement years. It was thought that this change was increased their working years and experience accompanied by their efficacy levels

*Key words:* Physical Education and Sport Teacher, Self Efficacy.

### Introduction

Information is changing and evolving every day. The renewed and improved information must be transformed to the students through training programs. The most important driving force in transforming knowledge at educational programs is the teacher. The teachers should be responsible from a continuous self-renewal and development during transferring process of information that is necessary for sufficient and qualified education. In line with this responsibility, the self-efficacy of teachers is of great importance. Self-sufficiency is based on the theoretical basis of the socio-cognitive theory developed by Albert Bandura (Gençtürk, Memiş, 2010; Yeşilyurt, 2013). Bandura (1993) defined the competence as an individual's belief in his/her abilities in realizing the related work in order to achieve his/her desired performance. Bandura (1993), stated that the self-efficacy affects people's feelings and thoughts. He also indicated that people need to put much effort in carrying out their goals, to continue despite difficulties, to resist the temporary obstacles and control the events affecting their lives and feelings, and a strong efficacy beliefs improves many people's success and health.

Self-efficacy level is an important factor in determining how individuals react to events, situations, and difficult times (Yaman, Cansüngü,

Altunçekiç, 2004). Self-sufficiency is related to the belief in an individual's capabilities rather than his/her abilities (Akkoyunlu, Orhan, Umay, 2005).

According to Özdemir (Özdemir, 2008), teachers' personal judgements, self efficacy beliefs, and perceptions related to personal skills and abilities play important roles on teachers' and candidate teachers' carrying out quality teaching processes and overcoming the problems they face during teaching process.

It can be said that teachers have self-efficacy beliefs for the teaching process and it would be a crucial factor for the followings: To motivate their students' learning and success, to be able to solve the problems related to teachers' classroom management, to plan effectively, to carry out implementation and evaluation activities.

In the literature, there are a number of studies examining the self-efficacy level of many branch teachers available (Uysal, Kösemen, 2013; Tournaki, Podell, 2005; Gavora, 2010; Seçkin, Başbay, 2013; Pehlivan, 2010). However, there is no study found investigating self efficacy beliefs of the physical education and sports teachers. The aim of this study is to investigate self efficacy level of physical education and sports teachers in terms of some variables.

### Methods

#### Establishment of Voluntary Groups:

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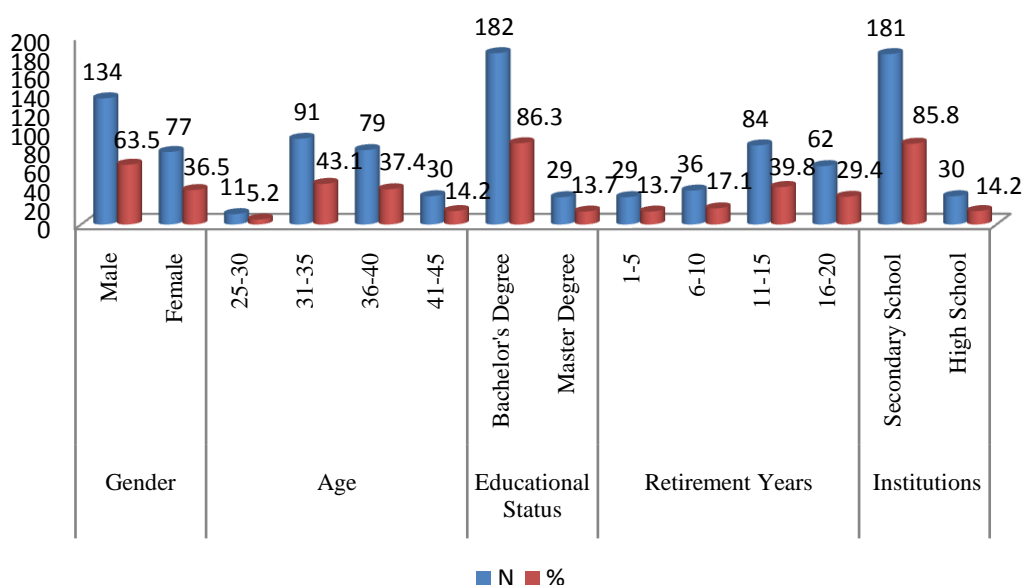
Randomly selected 211 physical education and sport teacher working in Kayseri province were participated to this study voluntarily.

**Data Collection Techniques:  
Socio-Demographic Information Form:**

In order to collect data about independent variables of the study, a questionnaire was developed by the researcher. The questionnaire was consisted of 5 questions including teachers' age, gender, years at work (seniority) to determine the level of education.

It can be seen from Figure 1 that; according to the gender, 63.5% of the volunteers participating in this study is men and 36.5% is

female. According to age group, it was found that 5.2% of the volunteers is between 25-30 years of age, 43.1% is 31-35 years, 37.4% is 36-40 years, and 14.2% isin 41-45 years of age. When analyzed according to education level, it is observed that 96.3% of the participants has undergraduate degree and 13.7% has masters degree. When the retirement years is in consideration, it was found that 13.7% of the volunteers has been at work for 1-5 years, 17.1% 6-10 years, 39.8% 11-15 years, and 29.4% 16-20 years. When working institutions is in consideration, it was stated that 14.2% of the volunteers has worked at elementary schools and 85.8% has worked at high schools.



**Figure 1: Demographic characteristics of the study group  
Self-Efficacy Belief Scale for the Teaching Profession**

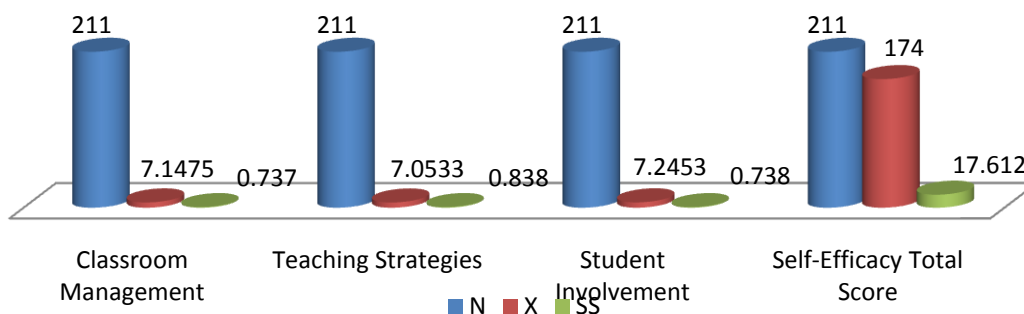
Developed by Tschannen-Moran and Hoy (2001); adopted to Turkish by Çapa, Çakıroğlu and Sarıkaya (2005), the nine-point Likert-type scale consisted of 24 items includes some questions such as "how you can help your students' critical thinking?" and these questions should be answered like "never", "very few", "some", "quite" or "very" in the form of nine grading answers. The Scales consisted of three dimensions, including; student participation (1, 2, 4, 6, 9, 12, 14, 22), teaching strategies (7, 10, 11, 17, 18, 20, 23, 24) and classroom management (3, 5, 8, 13, 15, 16, 19, 21). The announced varians values and factor loadings are given in Table 2. In connection with

teachers' self-efficacy scale, when looked at Cronbach alpha reliability values for this study, for the overall scale  $r = .87$ ; for student participation subscale,  $r = .88$ ; for teaching strategies subscale  $r = .88$ , and classroom management subscale is calculated as  $.89$  (Ekici, Sert Çıbık, Fettahhoğlu, 2014).

**Statistical Analysis:**

The data obtained was recorded in a computer using IBM SPSS 20 program. Statistical analysis suggested that the data obtained does not show a normal distribution. Therefore, non-parametric statistical techniques were applied for data obtained.

**Findings**



**Figure 2. Descriptive statistics for the self-sufficiency level of teachers**

In this study presented here suggests that the self efficacy total scores of the physical education and sports teachers was  $174,000 \pm 17,612$ . When self-efficacy subscales were examined from

Table-1, it was detected that the classroom management score was  $7.145 \pm 0.737$ ; teaching strategies was  $7.053 \pm 0.838$ , and Student Involvement was  $7.245 \pm 0.738$

**Table 2: Investigating Teachers'f Self-Efficacy Level by Gender**

Variables	Groups	N	Mean Rank	Sum Of Ranks	M.Withney U	Z	P
Student Involvement	Male	134	101,19	13559,00	4514,000	-1,517	,129
	Female	77	114,38	8807,00			
Teaching Strategies	Male	134	102,72	13764,00	4719,000	-1,035	,301
	Female	77	111,71	8602,00			
Classroom Management	Male	134	98,65	13218,50	4173,500	-2,337	,019*
	Female	77	118,80	9147,50			
Self-Efficacy Total Score	Male	134	98,82	13242,00	4197,000	-2,255	,024*
	Female	77	118,49	9124,00			

When physical education and sports teachers' self-efficacy level is examined, in terms of gender, significant differences were identified

between classroom management and self-efficacy total scores (Table 2).

**Table 3: Investigating the self-efficacy level of teachers by Age Groups**

Variables	Ages	N	Mean Rank	Sd	Chi-square	P
Student Involvement	25-30	11	147,00	3	14,110	,003*
	31-35	91	102,54			
	36-40	79	94,12			
	41-45	30	132,75			
Teaching Strategies	25-30	11	101,45	3	14,418	,002*
	31-35	91	93,45			
	36-40	79	107,49			
	41-45	30	141,83			

	25-30	11	136,09			
	31-35	91	99,05			
<b>Classroom Management</b>	36-40	79	102,92	3	6,875	,076
	41-45	30	124,17			
	25-30	11	128,91			
	31-35	91	96,35			
<b>Self-Efficacy Total Score</b>	36-40	79	100,29	3	14,911	,002*
	41-45	30	141,90			

Considering the age groups, when the self-efficacy levels of the physical education and sports teachers were investigated, significant differences

were detected regarding student involvement, teaching strategies, and overall self-efficacy scores (Table 3).

**Table 4: Investigating teachers' level of self-efficacy by retirement years**

Variables	Retirement Years	N	Mean Rank	sd	Chi-Square	P
<b>Student Involvement</b>	1-5	29	90,21			
	6-10	36	136,53	3	21,143	,000**
	11-15	84	88,38			
	16-20	62	119,53			
<b>Teaching Strategies</b>	1-5	29	104,62			
	6-10	36	112,42	3	20,265	,000**
	11-15	84	85,47			
	16-20	62	130,73			
<b>Classroom Management</b>	1-5	29	124,29			
	6-10	36	93,22	3	11,344	,010*
	11-15	84	94,13			
	16-20	62	120,94			
<b>Self-Efficacy Total Score</b>	1-5	29	103,26			
	6-10	36	125,99	3	33,406	,000**
	11-15	84	78,37			
	16-20	62	133,11			

Considering the retirement years, when the self-efficacy level of physical education and sports teachers was analyzed, significant differences were detected in student involvement, teaching strategies, classroom management, and in overall self-efficacy scores (Table 3).

#### Discussion

This study aimed and was conducted to determine the self-efficacy level of the physical

education and sport teachers that will shape the future of the society.

The study suggested that the self-efficacy total scores of the physical education and sport teachers was  $174,000 \pm 17,612$ . When the self-efficacy subscales are examined, the classroom management score was found  $7.145 \pm 0.737$ , teaching strategies was  $7.053 \pm 0.838$ , and student participation was  $7.245 \pm 0.738$  (Table 1).

In a study conducted on the candidate teachers, Yavuz and Memiş, 2009, found that the

candidate teachers were found quite adequate and draw attention in regard with; the general self-efficacy with a score of ( $X=7.05$ ), in student participation with a score of ( $X=6.98$ ), in competency in instructional strategies with a score of ( $X=6.98$ ), and in classroom management proficiency with a score of ( $X=7.18$ ).

In a study conducted with 410 teachers, Tschannen-Moran ve Woolfolk Hoy (Tschannen-Moran, M, Woolfolk Hoy A) found that the teachers feel quite adequate in their subject areas in regard with; general self-efficacy with a score of ( $X=7,1$ ), in student participation with a score of ( $X=7,3$ ) in competency in instructional strategies with a score of ( $X=7,3$ ), and in classroom management proficiency with a score of ( $X=6,7$ ).

In regard with gender, when self-efficacy levels of the physical education and sport teachers were investigated, statistically significant differences were detected in classroom management parameter. In a study on self-efficacy levels of the physical education and sport candidate teachers, Kafkas et al, 2010, found statistically significant differences in classroom management subscale. This findings in the literature supports the findings in our study.

When self-efficacy levels of the physical education and sport teachers were investigated in regard with their gender, statistically significant differences were observed in total self-efficacy scores (Table-2).

Some studies aimed at determining the level of self-efficacy of teachers (Kahyaoglu, Yangin, 2007; Üstüner, Demirtaş, Cömert, Özer, 2009) that there was no difference detected in terms of gender; however, some research findings (Kafkas, Açak, Çoban, Karademir, 2010; Korkut, Babaoğlu, 2012) support this study. It is thought that this is because the traditional role of women in Turkish society improves the self-efficacy beliefs of the female teachers.

When the self-efficacy levels of the physical education and sports teachers are in consideration, in connection with the age groups, significant differences were detected in student participation, teaching strategies, and overall self-efficacy scores (Table 3).

In the literature, Celebi (Celep, 2002) suggested that as the age of teachers goes up, the self-efficacy beliefs increases, too. In another study, Aypay (Aypay, 2011) found a similar result that as the age of candidate teachers goes up, their general self-efficacy increases. In the literature there are some studies suggesting that there is no significant relationship between the variables of age and self-efficacy (Uysal, Kösemen, 2013; Brink, Alsen, Herlitz, Kjellgren, Cliffordson, 2012).

Hence, it is thought that as the age of physical education and sports teachers goes up, also their self-efficacy level increases. Considering the class management variable, it was an interesting result to find that the younger physical education teachers have higher self-efficacy level scores. In this case, it can be argued that this is because the younger teachers try to ensure the classroom order and discipline in their early years in profession. In addition, it is thought that the teachers are more sacrificing during their early years in profession, therefore they give higher importance to their profession in order to be more efficient, and want to improve themselves by working harder.

When self-efficacy level of physical education and sports teachers is investigated according to the retirement age groups, significant differences were detected in student involvement, teaching strategies, classroom management, and in overall self-efficacy scores (Table 3).

Some studies in the literature suggest that the self-efficacy beliefs did not differ according to the teachers' retirement years (Korkut, Babaoğlu, 2012; Yılmaz, Çokluk-Bökeoğlu, 2008). In another study, Üstüner et al, 2009, suggested that self-efficacy of teachers did not differ according to years at service, but looking at the arithmetic averages, there is a tendency that teachers' self-sufficiency increases as their years in the profession goes up. It is thought that the reason behind this difference is because the more experienced teachers went to school some years ago from the young teachers and they followed different education programs.

In conclusion, professional self-efficacy of Physical Education and Sports Teachers varies according to their age and years in services. This change correlates with the increase of teachers' years in service so that the experiences the physical education and sports teachers gain have them improve their self-efficacy.

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