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*Original article*

## INVESTIGATING THE LEVEL OF PROFESSIONAL ATTITUDE OF PHYSICAL EDUCATION AND SPORTS TEACHERS IN TERMS OF SOME VARIABLES

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### Abstract

*Aim.* The aim of this study was to investigate the level of attitudes of physical education and sports teachers in terms of gender, age, status of education, the institution they work, and the years in service. Randomly selected 195 physical education and sports teachers working in Ankara province have been selected to form the sample group for this purpose.

*Methods.* In the study, the teaching profession attitude scale that developed by Üstüner (2006) was used. In terms of the participants' gender, their place of work, and educational status an *Methods*. Independent Sample T test was conducted in order to determine whether there are significant differences. In terms of participants' age and years in service the One Way ANOVA analysis of variance was carried out and a Tukey HSD test was carried out for variables showing a significant level of differences within the group.

*Results.* According to the results obtained from the study, a significant difference was detected in the average scale scores according to the gender, age, institution of work while no significant difference was detected in the average scale scores according to the education status.

*Conclusion.* As a result, the study suggested that the physical education and sports teachers' attitudes towards their teaching profession vary according to their gender, age, institution of work, and years in service; and teachers showed higher level of attitude towards their profession in their early years in service while the level of attitude decreases with their year in service increases. It was argued that this is because the teachers reach a certain level of satisfaction that turns into boredom as they get older in service, and, as a result, the level of attitude towards the teaching profession decreases.

*Key words:* Physical Education and Sports Teacher, Attitude, Profession.

### Introduction

It can be said that the most important element of an education system is the teacher. It is a well known fact that the teachers' power of influence on students and training programs is much higher than the other elements. However, in order to be successful in this profession, it is crucial to accept this profession unconditionally, work lovingly and willingly. As it is known, teaching is a profession that requires effective domain competencies such as knowledge and ability as well as efficacy of cognitive skills such as attitudes and behaviors.

For the candidate teachers, gaining values and attitudes related to their profession is as important as gaining knowledge (Cetin, 2006). Attitude is an individualized tendency that forms an individual's thoughts in relation with a psychological object, feelings, beliefs, and behaviors on a regular basis (Kağıtçıbaşı, 1999). In particular, an individual's beliefs form a holistic structure, create a tendency to act in a certain way and the beliefs are reflected in his/her behavior that influence the individual's attitude (Deryakulu,

2004). Attitude is a positive or negative valuation statements on objects, people, or events. Attitudes reflect an individual's feelings about something (Robbins, 1994).

Values, attitudes, interests, and needs are among the most important elements that make up a teacher's personality. (Gulecen, Curo, Semerci, 2008). Teacher training higher education institutions need successful, idealist people with positive attitudes adequate for the teaching profession in accordance with the qualifications for the teaching profession (Tekneci, 2010), and also need students that have values. Investigating the values that are crucial in developing people's philosophy helps to understand their attitudes and behaviors, and allow us to predict their future behaviors (Aktay, Sour, 2009).

The positive attitude towards the teaching profession should be consistent with the behaviors exhibited by the candidate teachers when they start their career. This will have a positive impact on all aspects associated with the teacher. According to Carter and Norwood (1997) and Mc Diarmid (1990), being aware of the beliefs on teaching

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profession of the teachers, who engage in teaching profession, can give a reliable point of view for the administrators of the teacher training institutions. The first step towards improving the quality of education is to understand the values and beliefs of the role players in the field (transferred by, Baydar and Bradley, 2002).

According to Variş (1973), the teachers are one of the most important elements of an educational system. A teaching institution can reach an expected level of success if the teachers are qualified in cognitive, emotional, and psychomotor aspects. Because the teacher's mental attitude, emotional reactions, their approach to various habits, and communication with the students are greatly important and students are often more affected by the teacher's approach, form of interpretation of the events rather than the topic (transfer, Senel, 1999).

According to Çeliköz and Cetin (2004), if the candidate teachers are trained well and gained positive attitude in their profession, they can complete their tasks accurately when they become teachers and they exhibit more positive attitudes toward their students; become researchers, thinkers, innovators, and be capable of transferring innovations to the teaching environment easily. Their positive attitude is reflected by their gestures and facial expressions and motivate the students more easily, act sincerely and friendly to the students, not to be commanding, use their time efficiently, and in short, practise their profession lovingly, take

pleasure, and therefore they undertake teacher's tasks, responsibilities, and roles in a more accurate way. In order to educate individuals appropriately, first, the teachers must have the following features and abilities; critical thinking and independent, self-confident, problem-solving, self-controlled, free will, high sense of responsibility, good mental health, productive, and innovative (Açıkgöz, 2003: 269).

In order to train lifetime learning individuals, the teachers themselves must be lifetime learning individuals first; namely follow, absorb, and make a habit of bringing the innovations into practice in classrooms (Açıkgöz, 2003: 269). For these reasons, this study aimed to investigate the physical education and sports teachers' attitudes towards their profession.

#### Data Collection Tools

##### Establishment of the Voluntary Group:

Randomly selected 195 physical education and sport teacher working in Kayseri province participated in this study voluntarily.

##### Data Collection Techniques:

##### Socio-demographic Information Form:

A questionnaire that consisted a total of five questions (independent variable) developed by the researchers to collect data about the independent variables of the study. In order to detect the teachers' age, gender, years in service, and the level of education.

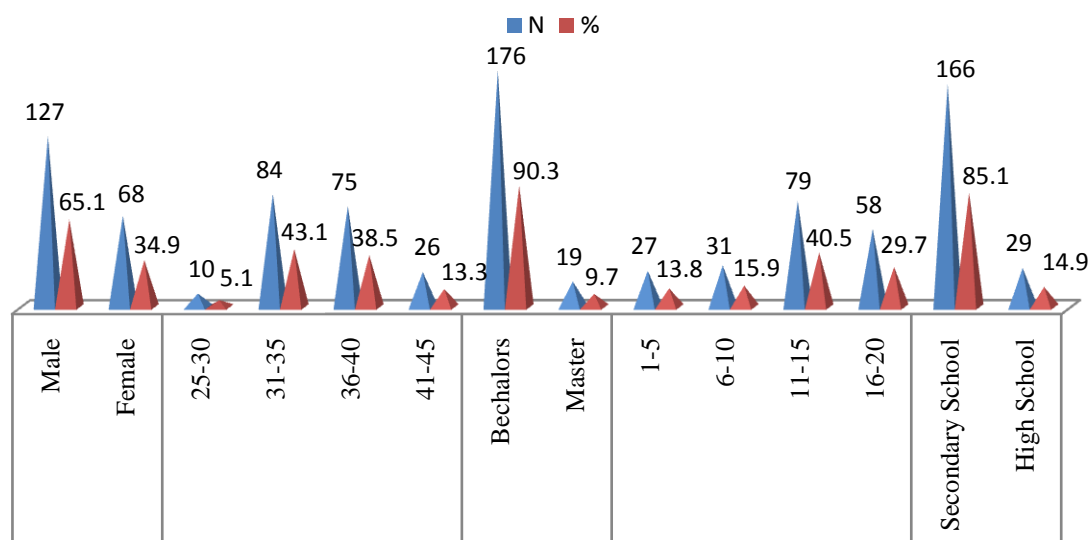


Figure 1: The demographic characteristics of the study group

Figure-1 shows that, when analyzed according to the gender of the volunteers participating in the study, 65.1% of men and 34.9% is women. When analyzed according to the age group, 5.1% the participants ranked in the age group of 25-30 years, 43.1% ranked in 31-35 years, 38.5% ranked in 36-40 years, and 13.3% ranked in 41-45. When analyzed according to the education status, it was found that 90,3% of the participants has Bachelors degree and 9,7% has Masters degree. Considering the years in service, it was detected that 13,8% of the participants ranked in 1-5 years, 15,9 % ranked in 6-10 years, 40,5% ranked in 11-15 years, and 29,7% ranked in 16-20 years in service.

### The Attitude Scale for the Teaching Profession

Üstüner (2006) developed a one-dimensional quintet Likert-type scale. The options for provision and points were expressed as; 5 = completely agreed, 4 = mostly agreed, 3 = moderately agreed, 2 = partially agreed, and 1 = disagreed. The negative statements were scored by inverting. Trial form of this scale was used for 449 studens in 11 different teaching programs by

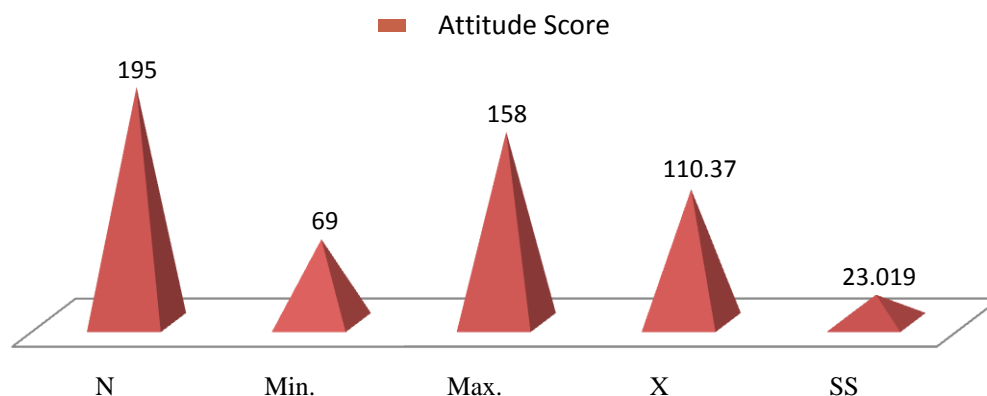
Üstüner (2006).Regarding structural validity of the scale, the results of the principal component analysis indicated that the first factor, that included 34 items with factor loading values, ranged between .74 and .41, and the factor reflected 30% of the total variance. Along with the total score of the scale, the item analysis correlations were investigated for each item. It was found that the item analysis correlation values varied between .74 and .42. On the other hand,regarding the reliability works, the scale was applied twice with 4 weeks apart to 116 students of Faculty of Education and the reliability coefficient was found .72. The scale's internal consistency coefficient was .93. In this study, the internal consistency coefficient of the scale was found as .91.

### Results

The IBM SPSS 20 computer program was used for carrying out the statistical analyzes. Since the data obtained from the statistical procedures showed a parametric distribution, the Independent Samples T test, One Way Anova, and Tukey HSD test were conducted with the data.

### Findings

Figure 2. Descriptive statistics for the teachers' level of attitude



The study presented here suggests that regarding total attitude scores of the physical education and sports teachers, the minimum total

score was 69 and the maximum total score was 158 while the average score was found  $110.37 \pm 23.019$ .

Table 1: Investigating the Level of Teachers' Attitudes by Gender

	Gender	N	X	SS	t	P
Attitude Score	Male	127	104,42	20,38	-5,263	,036
	Female	68	121,49	23,67	-5,030	

Significant differences were detected in the level of teachers' attitude scores when physical

education and sports teachers' level of attitudes was investigated in terms of gender.

Table 2: Investigating the Level of Teachers' Attitudes by Age

Ages	N	X	SS	F	p	Tukey
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<b>Attitude Score</b>	1.	25-30	10	138,00	12,64	7,42	,000	1>2
	2.	31-35	84	112,81	27,26			1>3
	3.	36-40	75	104,59	16,46			1>4
	4.	41-45	26	108,54	18,87			

p<0,005

A significant difference was found when the level of teachers' attitudes was investigated in terms of age groups. A Tukey test was conducted in order to determine between what age groups the

significant differences were detected. After the test, the significant differences were detected between 25-30 and 31-35, and between 36-40 and 41-45 years of the age groups.

**Table 3: Investigating the Level of Attitudes of Teachers In Terms of Teaching Institutions**

<b>Attitude Score</b>	<b>Institutions</b>	<b>N</b>	<b>X</b>	<b>SS</b>	<b>t</b>	<b>P</b>
		<b>Secondary School</b>	166	108,07	21,21	-3,434
	<b>HighSchool</b>	29	123,56	28,46	-2,798	

p<0,005

Significant differences were found in attitude scores when the level of teachers' attitudes

was investigated according to the working institutions.

**Table 4: Investigating the Level of Attitudes of the Teachers in Terms of the Years in Service**

<b>Attitude Score</b>	<b>Retirements Years</b>	<b>N</b>	<b>X</b>	<b>SS</b>	<b>F</b>	<b>p</b>	<b>Tukey</b>
		1. 1-5	27	129,44	15,21	13,893	,000
	2. 6-10	31	118,03	24,65			1>3
	3. 11-15	79	108,63	21,71			1>4
	4. 16-20	58	99,76	20,25			2>4

p<0,005

Significant differences were detected in attitude scores when the level of physical education and sports teachers' attitudes was investigated in terms of the years in service.

A Tukey test was applied in order to determine between which groups the significant difference was detected. After the test, the significant differences were detected between 1-5 years in service group with 11-15 years and 16-20 years; and between 16-20 years in service group and 6-10 years in service group.

### Discussion

The physical education and sports teachers guide and shape the future of a society. In this study, the attitudes of physical education and sports teachers towards the teaching profession were examined. According to the findings obtained from

this study, in terms of gender, it was detected that the female physical education and sports teachers have higher attitude scores than those of the male teachers.

In the literature, Çapri ve Çelikkaleli, 2008; Çetinkaya, 2007; Güdek, 2007; Güneşli ve Aslan, 2009; Oral, 2004; Pehlivan, 2008; Sağlam, 2008; Şen, 2006; Temizkan, 2008; Üstüner ve diğerleri, 2009; Pektaş ve Kamer, 2011; İlter ve Köksalan, 2011 reported that the attitude scores of female teachers were higher than those of the male teachers while Derman (2007) and Başçiftçi et al. (2011) reported that the male students got higher scores in attitude scale towards the teaching profession. However, the studies conducted by Çapa and Çil, 2000; Demirtaş et al., 2008; Tanel, Şengören, and Tanel, 2007; Karahan, 2005; Semerci and Semerci, 2004; Özder, Konedrali and Zeki,



2010 reported that no significant differences were detected in attitude scores in terms of the gender variable. It has been thought that since the females are more dedicated than the males, the attitude scores of female teachers are higher than those of the male teachers.

As a result of findings obtained for the age variable, it was suggested that teachers in the range of 25-30 years of age have higher attitude scores than those of the teachers in the range of 31-45 years of age. İlğan, et al. (2013), Can (2010), and Duygu (2012) reported in their studies that there was no significant difference in the attitude scores in terms of the age variable. This is because the young teachers want to prove and improve themselves, therefore their attitudes towards the profession are much higher.

In terms of the working institutions, studies in the literature suggested that the attitude scores of the teachers working at high schools were higher than those of the teachers working at the elementary schools. There was no study found in the literature according to the working institutions where the teachers work. It has been thought that the attitude scores are higher among the high school teachers because of the students' high level of perceptions and readiness along with more efficient in-class teaching methods of the teachers.

According to data regarding the years in service, it was found that the attitude scores of the teachers within the range of 1-5 years in service was higher than that of the teachers within the range of 16-20 years in service. With the literature review, Duygu (2012) reported that there was no significant difference in the attitude scores in terms of the age variable. This significant difference found in the 25-30 age range. In accordance with this finding, it was thought that because the young teachers want to prove and improve themselves, therefore their attitudes towards the profession are much higher.

In conclusion, the attitudes of the physical education and sports teachers vary according to their gender, age, the teaching institution, and the years in service. And the attitude of the teachers towards the early years in service; however, the level of this attitude decreases as the teachers get older. It was argued that this is because the teachers reach a certain level of satisfaction that turns into boredom as they get older in service, and, as a result, the level of attitude towards the teaching profession decreases.

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