



## INVESTIGATION OF TEACHING SELF-EFFICIENCY OF ERCIYES UNIVERSITY PHYSICAL EDUCATION TEACHER DEPARTMENT FINAL YEAR STUDENT

Esma Akdoğan<sup>1</sup>,

Feyzullah Koca<sup>2i</sup>

<sup>1</sup>Master of Science Degree  
in Sport Science,  
Erciyes University,  
Turkey

<sup>2</sup>Associate Professor,  
Erciyes University,  
Turkey

### Abstract:

The general purpose of this research is to reveal the results and make suggestions with the research of the teaching competence of the last year students of the Department of Physical Education Teaching at Erciyes University. The research consists of 45 students selected by random cluster sampling from the 4th grade students studying at the Department of Physical Education and Sports Teaching at the Faculty of Sport Sciences at Erciyes University. Volunteers participating in the study were asked to fill in the "Ohio Teacher Competency Scale", a demographic information form developed by the researcher, developed by Tschannen-Moran & Woolfolk-Hoy (2001) and adapted into Turkish by Baloğlu and Karadağ (2008). IBM-SPSS (Statistical Package for Social Sciences) 22 statistical package programs were used in the analysis of the data. The arithmetic average and standard deviation of the students' scores from the Ohio Teacher Competency Scale are presented as  $\bar{x}$  SD. In pairwise comparisons, a t-test was used for independent groups. As a result, when the students' self-efficiency was examined according to the variables of gender and type of sport, no statistically significant difference couldn't be found between the groups. Teacher candidates feel ready for teaching to a large extent.

**Keywords:** sufficiency, self-efficacy, teacher, education, physical education

<sup>i</sup> Correspondence: email [fkoca@erciyes.edu.tr](mailto:fkoca@erciyes.edu.tr)

## 1. Introduction

Today, the success of the education system is thanks to the teachers who put effort into education and manage the system. The fact that teachers fulfill their qualifications in the teaching profession to the extent desired is due to their good education and their belief that they can fulfill their responsibilities (Yilmaz et al., 2004). It is directly related to the fact that teachers are able to raise individuals who are researcher, problem solver, questioner, accessible to information, and have high confidence, and are aware of their self-efficacy. Apart from the purpose aimed by the individuals, it is the orientation that the sport adds to the person (Yilmaz, 2023). Self-efficacy is a trait that has a huge impact on behavior. It is directly proportional to the successful realization of the activities necessary for the individual to show a certain performance. Bandura was the first to come up with the idea of "self-efficacy belief" (Santrock 2000). Bandura (1986) defines self-efficacy belief, which he explains in "Social Learning Theory", as the truths of personal beliefs about whether an individual will be successful in a certain situation or against the problems that arise, or how he will cope with a problem.

The rapid developments in the economic, social, cultural, scientific and technological fields in the world in the last century have reached surprising and difficult dimensions. Changes have been observed in the education and training methods of schools with the adoption of information such as learning styles enabled by new methods in education, active and effective learning, and learning throughout life. Schools, which were seen as the most important and only resource in the field of learning in the past, are no longer seen as the only resource with the development of learning-to-learn methods. With the value given to lifelong learning, schools are expected to be institutions that integrate with all segments of society (Gürşimşek, 1998).

According to the traditional understanding, while the teacher is seen as a person who has knowledge and transfers information, technological developments in accessing and using information have also changed the roles of teachers in schools and classes. Despite all the technological possibilities to reach information, people still need a guide and a guide (Saraç, 2002). *"In higher education institutions that train teachers, it is extremely important to include approaches that enable teacher candidates to gain knowledge and skills as well as appropriate attitudes and behaviors required by teaching"* (Oktay 1991: 187-193). It is very difficult for teachers who cannot master the main subjects in their own field, has not gained the skills required by their field, and cannot establish relations with the main subjects in the field of practice and achieve professional success (Özden, 1997). The motivation of individuals is also of great importance (Yıldırım and Yılmaz, 2023).

The concept of competence refers to the qualities that a person must have in order to perform the job or a task effectively. *"Teaching competencies; can be defined as the whole of knowledge, skills, attitudes and personality traits necessary for an effective performance in different teaching environments"* (Çetinkaya, R., 2007).

In order for educational programs to be successful, it depends on the teacher, who is one of the elements that maintain this system, to have qualified and appropriate

personality traits (Fat, 1999). He lists the main affective, cognitive and personality traits that a good teacher should have as follows.

Teacher,

- 1) Must be able to communicate well and use their mother tongue well.
- 2) He should love his profession and people and be willing to serve society.
- 3) He should act honestly, trustworthy and like a friend towards his students.
- 4) Should know the values that make up the Contemporary Turkish Culture and the universal values.
- 5) Must be productive, problem solver and flexible.
- 6) They should be patient and be able to control their emotions.
- 7) Individual differences should be considered in education.
- 8) Must be sensitive to the problems of society and the world.
- 9) Students should be able to prepare for life.
- 10) Should be able to understand and interpret the age and society in which he lives.

It is known that teachers' ideas of competence are very important in terms of the success of learning and teaching activities and motivating their students against the feeling of learning. In addition, our teachers who train individuals should also have an understanding of education, knowledge and experience (Karakoc et al., 2021; Sünbül, Arslan, 2006).

The concept of competence refers to having the necessary characteristics to perform a certain task or task effectively. Competence is the concept that expresses the knowledge and skills needed to fulfill a task and fulfill the responsibilities of that task. This concept, when evaluated by the teacher, refers to the knowledge, understanding, skills and attitudes that teacher candidates will fulfill when they become teachers. Teacher competencies are defined as the sum of the knowledge, skills, attitudes and personality traits required for effective education in different teaching environments.

## **2. Self-sufficiency**

Self-efficacy can be defined as how well we meet our own behavioral standards and goals. Individuals who reach their own standards, that is, who feel competent, are those who believe that they are effective, competent, and competent in their own lives. The more developed our perception that we have control over our own lives, the more we believe in our own desires, control and will, and we feel safe. Feeling safe is actually about predictability; to the extent that we believe our own actions will affect the results, we know what the next step will be. So, knowing makes you feel safe. Thus, we can be ready for the next step in a more adaptive way (Ataoğlu, Psk, 2018).

Self-efficacy, firstly (Bandura, 1977), the concept of self-efficacy explains that a person believes that he/she has the characteristics that he/she should have in order to successfully fulfill a job or task (Akkoyunlu and Kurbanoglu, 2003).

In order to be successful in a job, it is not enough to have the knowledge, skills and certain potential required by this job. In addition to being knowledgeable, being able to use this knowledge significantly affects the success of the person (Koroglu, 2018).

It is known that the most admired and preferred teacher is the teacher who is sensitive to human relations (Özdemir and Yalın 1999).

### **3. Materials and Methods**

#### **3.1 Selection of Volunteers**

The scope of the research consists of Erciyes University Sports Sciences Faculty Physical Education and Sports Teaching 4th grade students. The scope of the study is that the prospective teachers studying in the department were selected by random cluster sampling.

This study was carried out to determine the self-efficacy levels of physical education and sports teacher candidates in different sub-dimensions. Questions were asked to 20 female teacher candidates whose age range was between 19-25 and 25 male teacher candidates, and as a result, the following findings emerged.

The Ohio Teacher Competency Scale, which consists of 24 questions and 3 sub-dimensions, was used for the research.

Students voluntarily participated in the study for the proficiency analysis of a total of 45 prospective teachers, who were final year Physical Education and Sports Teaching students in the 2020-2021 and 2021-2022 academic years. All teacher candidates in the sample group are final-year students of Physical Education and Sports Teaching.

#### **3.2 Data Collection Tools**

In order to collect data in the study, the personal information form developed by the researcher and the "Ohio Teacher Competency Scale" developed by Tschannen-Moran & Woolfolk-Hoy (2001) and adapted into Turkish by Baloğlu and Karadağ (2008) were used. The scale consists of 24 items. 19 of 24 questions were used for research and 19 questions were divided into 3 sub-dimensions.

These dimensions are;

- 1) Self-efficacy in Student Obligation,
- 2) Self-efficacy in Teaching Practices.

#### **3.3 Self-efficacy in Classroom Management**

The Language and Semantic Validity Conformity Level of the Ohio Teacher Competency Scale was examined.

The scale was prepared as a digital questionnaire on the Google Forms platform, which is an internet environment, and delivered to the students, and the digitally filled forms were also recorded in the database. Afterward, the data was saved by transferring it to an Excel file.

### 3.4 Statistical Analysis

Data analysis IBM-SPSS 22.00 for Windows package program was used. The normality distributions of the obtained data were made with the Shapiro–Wilk test. It was observed that the distributions were normally distributed. As a statistical comparison test, according to the gender, self-efficacy and sports branch of the candidates, it was done with a t-test in independent groups. The significance level was taken as  $p < 0.05$ .

**Table 4.1:** Comparison of self-efficacy of physical education and sports teacher candidates by gender

Variables	Gender	n	$\bar{X} \pm SD$	t	p
Self-efficacy in student obligation	Women	20	4.29± 0.45	1.880	0.067
	Male	25	4.02 ±0.52		
Self-efficacy in teaching practices	Women	20	4.21 ±0.68	1.156	0.254
	Male	25	3.98 ±0.65		
Self-efficacy in classroom management	Women	20	3.88 ±0.68	0.181	0.857
	Male	25	3.84 ±0.88		

According to the results of the evaluation, there was no statistical difference between the groups in terms of gender, age, student obligation, teaching practices, and classroom management self-efficacy levels ( $p > 0.05$ ).

**Table 4.2:** Comparison of the self-efficacy levels of physical education and sports teacher candidates according to the type of sport

Variables	Type of Sport	n	$\bar{X} \pm SD$	t	p
Self-efficacy in student obligation	Gender	23	4.26±0.56	1.595	0.118
	Women	22	4.02±0.42		
Self-efficacy in teaching practices	Male	23	4.27±0.73	1.999	0.052
	Women	22	3.88±0.54		
Self-efficacy in classroom management	Male	23	3.97±0.75	0.970	0.337
	Women	22	3.74±0.83		

According to the results of the analysis, there was no statistical difference between the groups in terms of the type of sport, student obligation, teaching practices and classroom management self-efficacy levels ( $p > 0.05$ ).

### 4. Discussion and Conclusion

Our research was based on assumptions. As all participants are candidates for Physical Education and Sports Teachers, they have enough information about their self-efficacy perceptions and their perspectives on their profession. In the study conducted, there was no significant difference between female teacher candidates and male teacher candidates in terms of gender, in all three sub-dimensions of self-efficacy, while there was no significant difference in the three sub-dimensions of self-efficacy between teacher candidates dealing with team sports and teacher candidates dealing with individual

sports. However, according to the results of the survey, the teacher candidates participating in the research; Their self-efficacy in Student Obligation is at a good level. Their self-efficacy in Teaching Practices was at a good level. Self-efficacy in Classroom Management was at a good level. This situation shows that Erciyes University Faculty of Sport Sciences Physical Education and Sports Teaching 4th grade students have self-efficacy for the teaching profession.

Many studies on the subject are similar and supportive of this research. The research conducted by Engenç (1991) is on the teaching proficiency exam conducted by ÖSYM on September 10, 1989. In order to determine the consistency of the behaviors measured in the proficiency exam with the behaviors gained in university education, the success of the teacher candidates in the proficiency exam was examined. In addition, the success of the candidates in this exam was compared with the candidates studying at other faculties.

In the literature, individuals with a high perception of self-efficacy are more successful than individuals with low self-efficacy (Schunk et al. 1986); Studies (Stein et al. 1988; Finson et al. 1999) showed that they put more effort into the learning process and are more willing to improve themselves. (Translated by Dede, 2008). In addition, it is thought that a high perception of competence may also have negative effects. For example, the high self-confidence of teachers or teacher candidates with a high level of proficiency may be an obstacle to self-development.

In short, the fact that the physical education teacher candidates have a high level of private field self-efficacy reveals their professional self-confidence and self-efficacy. With the positive aspects of this self-confidence, it is possible for teacher candidates to create a weakness in recognizing their professional deficiencies. As a result of our research, there was no significant difference between female teacher candidates and male teacher candidates in terms of gender, in all three sub-dimensions of self-efficacy, while there was no significant difference in the three sub-dimensions of self-efficacy between teacher candidates dealing with team sports and teacher candidates dealing with individual sports.

Saracoğlu (1991) affirms that the attitudes and behaviors of the students studying at the faculties of science and literature were examined, and it was not seen that the students showed a positive development in the teaching profession.

Sözer (1991), in his study on the effectiveness of teacher candidates in terms of gaining behavior in universities in Turkey, researched the students who are studying in the last year of the education faculty and people who are at the stage of completing their teaching certificate. As a result of this study, it was seen that both groups did not gain cognitive behaviors in professional matters. In the study conducted by Çapa and Nil (2000), teacher candidates showed differences in the teaching profession.

Broker and Service (1999), in his research in Australia, concluded that the content of secondary school education should be changed. He concluded that pre-service teachers should develop teaching and learning experiences that would adapt.

Balođlu and Karadađ (2008) affirm that were reached similar results in their proficiency research. In their study (Gelen and Özerin 2008), it was concluded that teacher candidates' perceptions of general competence in the teaching profession were higher than teachers'.

Smylie 1988 investigated effective time management and teachers' willingness to apply innovations to life. As a result of the research, it was seen that there is a direct relationship between personal teaching efficacy and teachers' interactions with their students after teaching.

Glickman & Tamshiro (1982) revealed that teachers with 1-5 years of professional experience have a higher level of competence than teachers who resigned and left their job.

Guskey (1994)' Student Honeybee Responsibility Scale was made. This scale consists of 30 items. It has been revealed that teachers' responsibility levels for student success and failure and that there are positive relationships between these variables and their activities.

In the literature, individuals with a high perception of self-efficacy are more successful than individuals with low self-efficacy (Schunk et al. 1986); studies by Stein et al. (1988) and Finson et al. (1999) showed that they put more effort into the learning process and are more willing to improve themselves (translated by Dede, 2008). In addition, it is thought that a high perception of competence may also have negative effects. For example, the high self-confidence of teachers or teacher candidates with a high level of proficiency may be an obstacle to self-development. In short, the fact that the physical education teacher candidates have a high level of private field self-efficacy reveals their professional self-confidence and self-efficacy. With the positive aspects of this self-confidence, it is possible for teacher candidates to create a weakness in recognizing their professional deficiencies.

As a result of our research, there was no significant difference between female teacher candidates and male teacher candidates in terms of gender, in all three sub-dimensions of self-efficacy, while there was no significant difference in the three sub-dimensions of self-efficacy between teacher candidates dealing with team sports and teacher candidates dealing with individual sports.

### **Acknowledgement**

This article was created from a master's thesis.

### **Conflict of Interest Statement**

There are no potential conflicts of interest in this article.

### **About the Authors**

**Esmâ Akdoğan** has a Master of Science degree in the sport science field, Erciyes University, Turkey.

**Dr. Feyzullah Koca** is Associate Professor, Erciyes University, Turkey.

## References

- Akkoyunlu, B. Orhan, F. & Umay, A. (2005). Bilgisayar öğretmenleri için “Bilgisayar öğretmenliği öz-yeterlilik ölçeği” geliştirme çalışması. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 29, 1-8.
- Ataoglu Ö. Öz Yeterlilik nedir, Nasıl öz yeterli olunur blog yazı 2018.
- Baloğlu N. Türkiye’de ilköğretim birinci kademedeki görevli sınıf öğretmenlerinin davranış yönetimi yeterlikleri. G.Ü. Kırşehir Eğitim Fakültesi Dergisi, 2002; 3(1): 21-29.
- Bandura A. Self-efficacy, V.S. Ramachaudran (Der.) Encyclopedic Of Human Behavior. Academic Press, New York, 1994: 4; 71-81.
- Bandura A. Self-efficacy: Toward a unifying theory of behavior change. Psychological Review, 1977; 84: 191-215.
- Bandura A. Social foundations of thought and action: A social cognitive Theory. Englewood Cliffs, N.J. Prentice-Hall 1986.
- Brooks, J. G. & Brooks, M. G. (1993). In search of understanding: The case for constructivist classrooms. Alexandria: Association for Supervision and Curriculum Development
- Çapa Y, Nil N. Öğretmen Adaylarının Öğretmenlik mesleğine Yönelik Tutumlarının Farklı Değişkenler Açısından İncelenmesi. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 2000; 18: 69-73.
- Çetinkaya R. Türkçe Öğretmeni Adaylarının Yeterlilik Algıları ve Öğretmenlik Mesleğine Yönelik Tutumları, Yüksek Lisans Tezi, Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Konya. 2007;7-9.
- Engeç N. Öğretmen adaylarının yeterlik sınavı başarıları ile üniversite başarıları arasındaki ilişkiler üzerine bir araştırma. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 1991; 6: 149-166.
- Guskey, Thomas R. and Perry Passaro (1994), “Teacher Efficacy: A Study Construct Dimensions”, American Educational Research Journal, Vol. 31, pp. 627-643.
- Gürşimşek U. Öğretmen eğitiminde yeni yaklaşımlar. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 1998; 14: 25-28.
- Karacaoğlu ÖC. Öğretmenlerin yeterlilik algıları. Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi, 2008: 5(I), 70-97.
- Karakoç, B., Karakoç Ö., Aktas, O., Arslan, M. (2021). Investigation of Burnout Levels of Physical Education and Sports Teachers during Covid-19 Period. Journal of Educational Issues, 7(2).
- Oktay A. Öğretmenlik mesleği ve öğretmenin nitelikleri. Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi, 1991; 3: 187–193.
- Özdemir S, Yalın HĞ. Öğretmenlik Mesleğine Giriş. Nobel Yayınları, Ankara 1998.
- Özdemir SM. Sınıf öğretmeni adaylarının öğretim sürecine ilişkin öz yeterlilik inançlarının çeşitli değişkenler açısından incelenmesi. Kuram ve Uygulamada Eğitim Yönetimi, 2008; 54: 277-306.



- Özden Y. Öğrenme ve Öğretme. Pegem Yayıncılık, Ankara 1997.
- Saracoğlu SA. Fen ve Edebiyat Fakülteleri Öğrencilerinin Öğretmenlik Mesleğine Yönelik Tutumları, İzmir 1. Eğitim Kongresi Bildirileri (25-26-27 Kasım 1991). D.E.Ü. Buca Eğitim Fakültesi Yayınları, İzmir: 1991; 565-569.
- Saraç C. Türk Dili ve Edebiyatı/Türkçe Öğretmeni Adaylarının Yeterlilikleri Ve Öğretmenlik Mesleğine Yönelik Tutumları. Doktora Tezi, Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara 2002; 17-21.
- Schunk, D. H. (2009). Learning Theories an Educational Perspective. (Çev: Muzaffer Şahin), Ankara: Nobel Yayın Dağıtım.
- Schunk, D. H. (1994). Self-regulation of Self-efficacy and Attributions in Academic Settings. In D. H. Schunk & B. J. Zimmerman (Eds.), Self-regulation of Learning and Performance: Issues and Educational Implications (Hillsdale, NJ: Erlbaum); 75-99.
- Sözer E. Türk Üniversitelerinde Öğretmen Yetiştirme Sistemlerinin Öğretmenlik Davranışlarını Kazandırma Yönünden Etkililiği. Anadolu Üniversitesi Basımevi, Eskişehir, 1991.
- Şişman M. Öğretmenlik Mesleğine Giriş. Pegem Yayıncılık, Ankara 1999. TDK. Türkçe Sözlük, c.II, (9. Bsk.). Türk Tarih Kurumu Basım Evi, Ankara 1998.
- Şişman, M. (1999). Öğretmenlik mesleğine giriş. Ankara: Pegem A Yayınları.
- Tschannen-Moran, M, Woolfolk-Hoy A. Teacher efficacy: Capturing an elusive. (2001).
- Tschannen-Moran, Megan ve Anita Woolfolk Hoy (2001). Teacher Efficacy: Capturing an Elusive Construct, Teaching and Teacher Education, Vol. 17, No. 7, pp. 783-805.
- Tuckman, B. W. & Sexton, T. L. (1990). The relationship between self-beliefs and self-regulated performance. Journal of Social Behavior and Personality, 5, 465-472.
- Yıldırım, A., Yılmaz, T. (2023). Yüzücülerin Spora Katılım Motivasyonlarının İncelenmesi, Spor Bilimleri Üzerine Araştırmalar-II, Özgür Yayınları, 1-17.
- Yılmaz, E., Yiğit, R., Kaşarcı, İ. (2012). İlköğretim Öğrencilerinin Özyeterlilik Düzeylerinin Akademik Başarı ve Bazı Değişkinler Açısından İncelenmesi. Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, 12 (23): 371 – 388.
- Yılmaz, Miraç, Pınar Köseoğlu, Cem Gerçek ve Haluk Soran (2004). “Öğretmen ÖzYeterlilik İnancı”, Bilim ve Aklın Aydınlığında Eğitim Dergisi, Cilt 5, Sayı 58.
- Yılmaz, M., Köseoğlu, P., Gerçek, C. & Soran, H. (2004). Öğretmen öz-yeterlilik inancı. Bilim ve Aklın Aydınlığında Eğitim Dergisi, 5(58), 50-54.
- Yılmaz, T. (2023). Vücut Geliştirme Ve Zindelik (Fitness) Sporu Yapan Bireylerin Liderlik Yönelimlerinin İncelenmesi, Spor&Bilim 2023-I, Efe Yayınları, 71-85.

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).