



Erdal Demir¹

¹Çanakkale Eighteen March University, Physical Education and Sport College, Çanakkale, Turkey

erdaldemir23@hotmail.com

ORIGINAL ARTICLE

ASSESSMENT OF PROFESSIONAL PERSONALITY COMPETENCE OF PHYSICAL EDUCATION TEACHERS WORKING IN CANAKKALE

Abstract

The aim of this research is to examine professional personality competence of physical education teachers working in secondary and high schools in Çanakkale with gender, school type, school level, years of service and sport branches. The research was conducted according to the scanning model. The research group is formed by physical education teachers (n=92) who works in the public and private schools connected to the Ministry of National Education in Çanakkale Center, Ayvacık, Bayramiç, Biga, Çan, Ezine, Gelibolu, Gökceada, Lapseki and Yenice towns in 2013-2014 academic year. The mean age of the study group is 38.7. While 35.9% of the study group is formed by female physical education teachers, 64.1% of the study group (n=59) is formed by male physical education teachers. PET Professional Personality Competence Scale which is developed by Büyüknacar (2008) as data collection tool and redesigned adapted to the physical education teachers by Demir (2012) was used. According to the obtained research results; subcomponents of professional personality competence of physical education teachers, gender, years of service, type of school, school level and sport branches are evaluated as “completely adequate”. However, it is seen in all variables that the mean scores of respect for human dignity and justice subcomponent were found to be lower than the other subcomponents. According to the results, physical education teachers see their professional personality component “completely adequate”. But, in respect for human dignity and justice subcomponent, it is thought that having the lowest average score can cause problems.

Keywords: Physical education, physical education teacher, competence of teachers, competence of physical education teachers, professional personality competence

INTRODUCTION

With the rapid developments in science and technology, importance of physical education and sports in human life is increasing. Physical Education courses can be integral parts of training programs in formal training and it can make important contribute to students' cognitive, affective, social and psychomotor developments. Physical education courses get secondary school students adopt leadership skills and self-confidence, respect and love for the environment and him, assisting to abide the rules of school and balanced eating habits (Çamlıca, 2008). In their study, Tannehil and Zakrajsek (1993) conducted to determine the attitudes of secondary and high school students about physical education courses, physical education course has been seen as an enjoyable and fun course. Also in researches conducted by Şişko and Demirhan (2002) and Güllü (2007), attitudes of primary and secondary school students about physical education courses were found positive.

Teachers have more impact on students to love the course than the course itself (Eken, 2008). It is seen that there are a positive relationship between the success of students who attended to science and mathematics course and teacher competence (Monk, 1994). On the other hand, Darling-Hammond has obtained similar results between teacher quality and student achievement in his research (1999). In the research in which quality of education of courses were evaluated according to the opinions of teachers and students by Lee, Robinson and Sebastian (2007), the result that teachers have a significant impact on improving the quality of education was obtained. In education, one of many variables affecting student achievement is being teacher (Centra and Pootter,1980).

As a result of the information above, it is seen that the teacher is an important element for course to be loved. When the topic is physical education, the importance of physical education teachers come to the forefront. Behaviour of the physical education teacher in the process of education can be reflected as positive or negative on students' attitudes about the course. Competence of physical education teachers come to the forefront to keep up the positive attitudes of the students about the physical education course and redound this feeling to the students who are not interest and do not have willingness. Thus professional personality competence of the physical education teachers who are models in education process is important.

The concept of competence is also used as provision of standard and quality. Teacher competence is a concept that is used to list in detail attitudes, knowledge and skills teachers

should have. Generally, it contains the details of what teachers can do at level of behaviour and competence defines technical details of teacher's job (TED, 2009). Wilson (2011) has been announced the answer of "How can we improve teacher competence?"; providing suitable candidates for teacher competence, keeping teachers who are making their duties better, preparing before the course, providing good working conditions and providing qualified professional development.

Stronge (2007) explained the general competence of teachers in the process of teaching in 6 dimensions; value to students, respect to student's personality and equality, social interaction, professional enthusiasm and motivation, attitudes related to the job and reflective interaction.

In Turkey, teacher competence is determined by 45th Article of the Basic Law of National Education's "The qualifications asked from teachers in terms of general knowledge, specific area education and pedagogical formation shall be determined by the Ministry National of Education" provision. With this provision, teacher competence is composed of three parts as general culture, specific area and professional knowledge.

Physical education is an education done through educational physical activities such as games, gymnastics and sports (Güneş, 2003). Physical education is a broad-based activity which indented to develop an individual's physical health, mental health, physical skills and which involves flexible rules-based games which can be modified according to environmental conditions, gymnastics, all sports-oriented exercises and studies (Aracı, 2001).

Ünlü, Sünbül and Aydos (2008), determined competence of physical education teachers as knowledge, understanding, skill and attitudes which teachers must have in order to perform duties and responsibilities required to by teaching physical education.

There are 10 dimensions for quality physical education course. These are teachers, students, programs, leadership, learning for life, community, learning, pedagogy, research and lastly evaluation (Pill, 2004). One of the items providing quality physical education course is being physical education teacher. Professional competence of physical education teachers is very important to increase the quality standards in physical education classes (Atencio, Jess and Dewar, 2012). Yaylacı (2012), formulated as "Quality physical education course = Quality physical education teacher" for quality physical education course. How adequate professional personality competence of physical education teachers is that much the quality of

the lesson increase. Ünlü's (2008) research result which is physical education teachers who detects a high level of teaching competence show positive classroom management behaviours supports this idea.

Competence of physical education and sports teachers explain subject area knowledge, knowing scientific and philosophical basis, motion analysis ability, organization and communication skills, adopting respect in relationships, having professional integrity and ethical behaviour, having motivation ability and healthy lifestyle, knowing individuals development characteristics as planning learning-teaching process (McNeil, 1985). As a result of the research "Personal qualities of physical education teachers" Saçlı, Bulca, Demirhan and Kangalgil (2009), while being open to criticism takes the first place of the personal characteristics physical education teachers should have, understanding students in each topic, having broad perspective, patience, self-confidence, having the ability of improvise, being creative and compassionate features are sequentially located.

International Health, Physical Education, Recreation, Sport and Dance Council (ICHPER:SD, 2005) announced the standards of professional competence of physical education teachers in three titles field information, craft knowledge and skills, pedagogical knowledge and skills.

In Turkey, General Directorate of Teacher Training and Education of Ministry of National Education (2012) has determined special field competence which physical education teachers should have in six main dimensions; Planning and organizing teaching process, providing and protecting physical performance development, celebrating national festivals according to their meaning and importance, monitoring and evaluating development performance, cooperating with school, family and society and providing professional development.

In consideration of these statements, aim of the research is to determine how professional personality competence of physical education teachers working in secondary and high schools is perceived according to gender, type of school, level of school, years of service and sports branch variables.

METHODS

The research was carried out with relational screening model one of the general screening models. Professional personality competence of the physical education teachers was compared according to gender, sport branches, years of services, type of school and level of school.

In the study, Physical Education Teacher (PET) Professional Personality Competence Scale was administered to physical education teachers. There is also a section about physical education teacher's gender, age, sport branches, and years of service, type of school and level of school available in the scale. In the study, the relation between professional personality competence of physical education teachers is examined according to their gender, sport branches, years of service, type of school and level of school.

Research Group

The research included public and private secondary and high schools connected to the Ministry of National Education in Çanakkale in 2013-2014 academic years 183 school in Çanakkale and 198 physical education teachers were worked in 183 secondary and high school.

The research group was formed by 92 physical education teacher who works in public and private secondary and high schools connected to the Ministry of National Education in Çanakkale in 2013-2014 academic year. The study was carried out with the physical education teachers working in Çanakkale Center and Ayvacık, Biga, Bayramiç, Lapseki, Ezine, Çan, Yenice and Gelibolu districts. There has not been any selection process used in the creation of the working group. The scales were administered to the physical education teachers in their schools. While selecting the schools, variables that can affect the research such as accessibility, school administration and approaches of the teachers are taken into consideration.

The research group has been realized with 92 physical education teachers working in Çanakkale Central and 9 districts. The mean age of the participant is 38.7. According to gender; while 35.9% of the group (n=33) was formed by women physical education teachers, 64.1% (n=59) was formed by male physical education teachers. When looked at the sport branches of the physical education teachers; it is seen that 72.8% (n=67) of them were

interested in team sports, 27.2% (n=25) were interested in individual sports. The distribution of the study group according to years of service is seen as; 29.3% (n=27) 16-20 years, 21.7% (n=20) 21 years and over, 18.5% (n=17) 6-10 years, 1-5 and 11-15 years are equal at 15.3% (n=14). 91.3% (n=84) of the physical education teachers were working in state school and the remaining 8.7% of them were in private schools. 51.1% (n=47) of the research group were working in secondary school and 48.9% (n=45) of them were in high schools.

Data Collection Tool

In the research, PET Professional Personality Competence Scale was used to evaluate the professional personality competence of physical education teachers. PET Professional Personality Competence Scale has been redesigned and adapted to the physical education teachers by Demir (2012) based on the Professional Personality Competence Scale developed by Büyüknacar (2008).

PET Professional Personality Competence Scale consists of 4 subcomponents and 60 items. The scale is likert-type and physical education teachers have five choices for each item. These options are graded on the scale; 1- strongly disagree, 2- disagree, 3- neutral, 4- agree, 5- strongly agree. Ranges of the scale are rates as; 1-1.99 completely inadequate, 2-2.99 partly inadequate, 3-3.99 partly adequate and 4-5 completely adequate. Physical education teachers answered the scale by giving points to themselves between 1 and 5 for each item. Information about physical education teachers' gender, age, sport branches, years of service, type of school and school levels are also included in the scale.

PET Professional Personality Competence Scale has for subcomponents; professional enthusiasm and dedication, respect for human dignity and justice, stimulating interaction and reflective interaction.

Overall reliability coefficient (Cronbach Alpha) value of the scale was found as 0,91 and has been involved in high-reliability category (Demir, 2012).

Collection of Data

The scales were applied face to face by the researcher. The researcher went to the determined schools and discussed with physical education teachers after sharing the permission received from the Canakkale Directorate of National Education. During the meeting, information related to the research described to the physical education teachers and

the scale was applied to the physical education teachers according to the teachers' participation request. The physical education teachers filled the scale during recess or free courses. Participants were given the scale of approximately 15 minutes.

Data Analysis

Descriptive statistics were performed with the obtained data according to research group's gender, type of school, level of school, sport branches and years of service. Kruskal Wallis Test, Mann Whitney U Test and Independent t test were used for determining differentiation status of factor scores of professional personality competence scale. Significance level was taken as $p < 0,05$ in the research.

RESULTS

Table 1: Descriptive statistics of PET professional personality competence scale

Scale Items	N	Sest.	Best.	\bar{x}	SS
2. When I contact with students, I attach importance it to be based on honesty and trust.	92	4,00	5,00	4,86	,429
5. I do not criticize a student who acts a negative behaviour in front of the classroom.	92	1,00	5,00	3,83	1,096

Physical education teachers gave the highest average score to “When I contact with students, I attach importance it to be based on honesty and trust.” proposal in the scale. “I do not criticize a student who acts a negative behaviour in front of the classroom.” has the lowest participation with the mean score of 3,83 in the scale. Physical education teachers evaluated items of the professional personality competence scale as “partly adequate” or “completely adequate”.

Table: Descriptive statistic belongs to PET personality competence scale factors

Subcomponent of Professional Personality	N	Sest.	Best.	\bar{x}	SS
Stimulating interaction	92	1,00	5,00	4,61	,371
Professional enthusiasm and dedication	92	1,00	5,00	4,62	,376
Respect for human dignity and justice	92	1,00	5,00	4,45	,500
Reflective interaction	92	1,00	5,00	4,64	,372

As the result of assessment professional personality competence scale of physical education teachers; it is seen that reflective interaction subcomponents had the highest point with 4,64 average and respect for human dignity and justice subcomponents had the lowest

point with 4,45 average. In addition, physical education teachers evaluated themselves “completely adequate” in professional personality competence subcomponents.

Table 3: T test of factor points of PET professional personality competence scale according to gender variable

Subcomponent of Professional Personality	Gender	N	\bar{X}	SS	t	p
Stimulating interaction	Women	33	4,614	,365	-,106	,916
	Men	59	4,622	,377		
Professional enthusiasm and dedication	Women	33	4,660	,332	,687	,494
	Men	59	4,603	,399		
Respect for human dignity and justice	Women	33	4,542	,476	1,266	,209
	Men	59	4,404	,510		
Reflective interaction	Women	33	4,650	,351	,013	,990
	Men	59	4,649	,386		

As a result of assessment the relationship between professional personality competence perceptions of physical education teachers according to gender, there was no significant difference in all subcomponents ($p>0,05$). Male and female physical education teachers evaluated themselves as “completely adequate” in all subcomponents.

Table 4: Mann whitney U test of factor points of PET professional personality competence scale according to type of school variable

Subcomponent of Professional Personality	Type of School	N	\bar{X}	SS	t	p
Stimulating interaction	Public	84	4,589	,375	-2,263	,024*
	Private	8	4,934	,067		
Professional enthusiasm and dedication	Public	84	4,598	,383	-2,307	,021*
	Private	8	4,894	,088		
Respect for human dignity and justice	Public	84	4,423	,510	-1,994	,046*
	Private	8	4,777	,187		
Reflective interaction	Public	84	4,619	,375	-2,972	,003*
	Private	8	4,971	,057		

* $p<0,05$

Professional personality competence of physical education teachers showed significant differences for the good of private schools according to type of schools ($p<0,05$). The reason of these differences is thought to be caused by the number of teachers in private schools is too low. In addition, physical education teachers in both public and private school evaluated their professional personality competence as “completely adequate”.

Table 5: Kruskal wallis test of factor points of PET professional personality competence scale according to years of service variable

Subcomponent of Professional Personality	Years of Service	N	\bar{X}	X^2	p
Stimulating interaction	1-5 years	14	4,66	2,456	,653
	6-10 years	17	4,69		
	11-15 years	14	4,51		
	16-20 years	27	4,63		
	21 years and over	20	4,57		
Professional enthusiasm and dedication	1-5 years	14	4,72	4,232	,375
	6-10 years	17	4,72		
	11-15 years	14	4,49		
	16-20 years	27	4,60		
	21 years and over	20	4,58		
Respect for human dignity and justice	1-5 years	14	4,34	1,964	0,742
	6-10 years	17	4,56		
	11-15 years	14	4,39		
	16-20 years	27	4,40		
	21 years and over	20	4,53		
Reflective interaction	1-5 years	14	4,66	3,139	,535
	6-10 years	17	4,73		
	11-15 years	14	4,51		
	16-20 years	27	4,68		
	21 years and over	20	4,60		

There was no significant differences in professional personality competence of physical education teachers according to years of service subcomponents ($p>0,05$). Physical education teachers evaluated themselves as “completely adequate” on years of service subcomponents.

Table 6: T test of factor points of PET professional personality competence scale according to type of school variable

Subcomponent of Professional Personality	Type of School	N	\bar{X}	SS	t	P
Stimulating interaction	Secondary School	47	4,697	,345	2,097	,039*
	High School	45	4,538	,384		
Professional enthusiasm and dedication	Secondary School	47	4,693	,331	1,822	,072
	High School	45	4,552	,408		
Respect for human dignity and justice	Secondary School	47	4,548	,396	1,874	,064
	High School	45	4,355	,578		
Reflective interaction	Secondary School	47	4,726	,318	2,064	,042*
	High School	45	4,569	,409		

* $p<0,05$

As a result professional personality competence of physical education teachers according to their type of school, while there was a significant difference in stimulating interaction and reflective interaction subcomponents for the good of high schools ($p<0,05$), there was no significant difference in other subcomponents ($p>0,05$). All the physical

education teachers working in secondary or high schools evaluated themselves as “completely adequate” in all subcomponents.

Table 7: T test of factor points of PET professional personality competence scale according to sports branch variable

Subcomponent of Professional Personality	Sports Branch	N	\bar{X}	SS	t	p
Stimulating interaction	Team	67	4,605	,372	-,585	,560
	Individual	25	4,656	,375		
Professional enthusiasm and dedication	Team	67	4,587	,370	-1,537	,128
	Individual	25	4,722	,380		
Respect for human dignity and justice	Team	67	4,426	,529	-,875	,384
	Individual	25	4,528	,411		
Reflective interaction	Team	67	4,639	,386	-,427	,670
	Individual	25	4,676	,337		

There was no significant difference in professional personality competence subcomponents of physical education teachers according to sports branches ($p>0,05$). Physical education teachers who have individual sports branch and physical education teachers who have team sports branch evaluated themselves as "completely sufficient".

DISCUSSION

When we look at the highest and the lowest average scores of the items of the scale of the research group; “When I contact with students, I attach importance it to be based on honesty and trust.” item has the highest average score. The research group gave the lowest score to “I do not criticize a student who acts a negative behaviour in front of the classroom.” item. With these data; it is concluded that physical education teachers base their communication with their students on trust and honesty and also they criticize students who act negative behaviours in front of the class. Physical education teachers evaluated 59 of the professional personality competence scale as “completely adequate”. The only item of the scale that is evaluated as “partly adequate” is “I do not criticize a student who acts a negative behaviour in front of the classroom”. Also in Demir's (2012) research, physical education teachers evaluated same scale items the highest and the lowest. Also, the only item which is evaluated as “partly adequate” again is “I do not criticize a student who acts a negative behaviour in front of the classroom”. These results are consistent with our research. In Kaya's (2010) research which evaluates physical education teachers' professional competence perceptions; it was seen that physical education teachers perceived themselves as “sufficient” in all competence fields.

As the result of evaluating physical education teachers according to professional personality competence subcomponents, while reflective interaction subcomponent has the highest average score, respect for human dignity and justice has the lowest average score. However, the average scores of all subcomponents were found very close to each other. PET evaluated their professional personality competence subcomponents as “completely adequate”. Physical education teachers evaluated themselves as “completely adequate” in four dimensions in Demir's (2013) research too. Overall competence of teaching profession was seen in the TED's (2009) research, as a result of quantitative research conducted by Mirzeoğlu, Özcan and Çelebi (2008) it was seen that; candidate teachers are “adequate” in terms of teacher competence. In Chen et al (2012), students evaluated professional personality competence of their teachers as “quite adequate”. In Hacisalihoğlu's (2006) research, students evaluated classroom performance of their physical education teachers as “adequate”. Bilici (2005) obtained the result that sufficiencies of physical education teachers working in secondary education were “completely adequate”. As the result of Ünlü's (2008) research it was seen that physical education teachers evaluated “adequate” themselves in the areas; program and content knowledge, teaching and learning processes, monitoring and evaluating learning process, student recognition, school-family and community relationships, personal and professional development competence. In the result of Öksüzöğlu's (2009) research conducted with candidate physical education teachers; it was seen that candidate physical education teachers perceived themselves as “acceptable” in the professional sense. Hust, Hoecke, Knop and Theeboom (2009) obtained the result in their research that competence of physical education teachers was “adequate”. Kougioumtzis, Patriksson and Strahlman (2011) found that physical education teachers perceived themselves as “quite adequate” in terms of status and professional competence in their research. As a result of Ince and Hünük's (2008) research; the result that physical education teachers were evaluated as “adequate” in terms of content knowledge and pedagogical content knowledge is another finding that supports our research.

There was no significant difference in professional personality competence of physical education teachers according to gender. There was no difference between male and female physical education teachers in reflective interaction, professional enthusiasm and dedication, motivational interaction and respect for human dignity and justice subcomponents. Thus, male and female physical education teachers evaluated their professional personality competence as “completely adequate”. There was no difference found according to gender in İlkim's (2006) competence of physical education teachers research, Eroğlu's (2011) and Öksüzöğlu's (2009)

teaching competence of candidate physical education teachers research and Demir's (2012) professional personality competence of physical education teachers research. In addition, in the study Genç (2008) investigated assessment and evaluation competence of physical education teachers, it was seen that perception of assessment and evaluation competence of male physical education teachers had higher average than that of female physical education teachers but there was no statistically significant difference found.

Physical education teachers evaluated themselves as “completely adequate” in all subcomponents according to years of service. Accordingly, there were no difference between physical education teachers who worked 1 and over 21 years in terms of professional personality competence's subcomponents motivational interaction, professional enthusiasm and dedication, respect for human dignity and justice and reflective interaction features and evaluated as “completely adequate”. In Şahin's (1997) research, there was no difference found between preschool teachers in terms of years of service, in Behets's (1996) research there was no difference found between physical education teachers and candidate physical education teachers in terms of years of service. In Ünlü's (2008) research which competences of physical education teachers were evaluated, there was no difference found in their professional competence according to years of service. Also Biscan and Hoffman's (1976) research which obtained the result that there was no difference between professional knowledge o candidate physical education teachers and physical education teachers who worked at least 3 years supports our research.

There was significant difference between professional personality competence of physical education teachers according to the schools they are serving public or private schools. However, physical education teachers both working in public and private schools evaluated their professional personality competence as “completely adequate”. The reasons for this difference; it is thought that there are 4 private schools in Çanakkale, private schools have more physical education teacher staff number, being rich in terms of equipments, and lastly the work done for professional development of teachers is intense. It is also seen in Demir's (2012) research that professional competence of physical education teachers working in private schools was found to be higher than that of physical education teachers working in public schools.

While there was significant difference in motivational interaction and reflective interaction subcomponents according to school type of the research group, there was no difference found in other dimensions. Also in all dimensions, the averages of the physical

education teachers working in secondary school were higher than that of working in high schools. Physical education teachers working in secondary and high schools evaluated themselves as “completely adequate” in all subcomponents. In Demir's (2012) research, physical education teachers working in secondary schools evaluated their professional personality competence as "completely adequate".

There was no significant difference between professional personality competence subcomponents according to physical education teachers' sports branches. Physical education teachers who have individual sports branch and physical education teachers who have team sports branch evaluated themselves as “completely adequate”. In the study, the individual sports physical education teachers have are; athletics, swimming, badminton, taekwondo, karate and gymnastics and team sports are; football, basketball, volleyball and handball.

In conclusion, the research group gave the lowest score to “I do not criticize a student who acts a negative behaviour in front of the classroom.” and it is the only scale item they evaluated as “partly adequate”. Thus, it was considered that physical education teachers criticize students who act a negative behaviour in front of the classroom. It has been seen that physical education teachers have “completely adequate” professional competence according to gender, years of service, type of school, level of school and sport branch variables. In addition, although there was no difference found between physical education teachers' gender, type of school, years of service and sport branch according to professional personality sufficiency, there was significant difference found according to type of school.

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