e-Kafkas Journal of Educational Research e-KJER Research Article

The Relationship between Perceived Self-Efficacy and Attitudes Towards Supervision in Physical Education Teaching Majors

Gülsüm Yılmaz[1] **Leyla Saraç**[2]

To cite this article:
Yılmaz, G. & Saraç, L. (2023). The relationship between perceived self-efficacy and attitudes towards supervision in physical education teaching majors. *e-Kafkas Journal of Educational Research*, *10*, 196-209.doi:10.30900/kafkasegt.1198008

Research article **Received:** 01.11.2022 **Accepted:**17.08.2023

Abstract

This study aims to examine whether physical education teacher candidates' self-efficacy perceptions and attitudes toward supervision differ according to gender and grade level (1st, 2nd, 3rd, and 4th grades) and whether there is a relationship between self-efficacy perceptions and attitudes toward supervision. A total of 147 teacher candidates—72 women and 75 men—participated in the research. The mean age of female teacher candidates was 21.51, while it was 21.65 for males. The Demographic Information Form, Teacher Sense of Self-Efficacy Scale-Short Form, and Attitudes Toward Supervision Scale were used to collect data in the study. The findings obtained in the study revealed that the physical education teacher candidates' self-efficacy perceptions and attitudes toward supervision did not differ according to the variables of gender and grade levels, while the scores of perceived self-efficacy and attitudes toward supervision were high. In addition, it was revealed that there was a positive and low-significant correlation between physical education teacher candidates' self-efficacy perceptions and their attitudes toward supervision. As a result of the research, it was observed that the self-efficacy perceptions and attitudes of the physical education teacher candidates toward supervision were high, and the attitudes toward supervision increased as the perceived self-efficacy level increased.

Keywords: Physical education, teacher candidate, supervision, self-efficacy, attitude.

[1] Author, Istanbul Topkapı University
[2] Corresponding Author, lylsrc@gmail.com, Mersin University

Introduction

Teacher effectiveness is one of the most important variables that ensure maximum student learning, emphasizing that teacher behaviors in the interaction with students in the classroom are the main determinants of what students learn, how well they learn, and how their attitudes toward content and achievements are shaped (Engelmann, 1988). From this perspective, teachers encourage students' interaction through course content to provide maximum learning and provide students with various opportunities for high-quality education by designing appropriate learning environments for the development of student's potential and abilities and their performance in the educational process (Cranston, 2000; Lieberman & Miller, 2005). It is also widely acknowledged that teachers' formal and informal roles and responsibilities support the school and student success in an educational process where it is critical to establish maximum student learning (Hart, 1982; Koopmans, 2020; Sherrill, 1999; Valli & Buese, 2007). One of the main aspects of the teaching-learning process is teachers' determination to take the appropriate measures to optimize student learning by overcoming these tasks and duties (Bandura, 1977). According to Bandura (1999; 2002), the main driving force behind people's actions in such situations is their efficacy beliefs that they can either achieve the desired outcome or avoid unintended effects. In the field of education, the belief of teachers in their ability to plan and carry out the steps necessary to complete a particular teaching activity in a given situation is known as teacher effectiveness. In addition, it is emphasized that a teacher's self-efficacy beliefs depend on the extent to which they perceive their capacity to influence student performance, including students that are unmotivated or experiencing difficulties (Tschannen-Moran et al., 1998). In other words, teacher self-efficacy is a teacher's judgment of student engagement and ability to achieve desired outcomes for student learning (Bandura, 1977). Tschannen-Moran et al. (1998) assert that teachers' perceptions of their efficacy have an impact on student outcomes, motivation, and classroom behavior. Teachers' motivation and behavior in the classroom are reportedly influenced by their self-efficacy beliefs, just like students' are, according to a study on teacher self-efficacy. Zee and Koomen (2016) noted that in the classrooms of teachers who feel self-efficacious, the likelihood of children demonstrating desired behaviors, improved involvement in the lesson, and more positive attitudes and enthusiasm towards learning and school are higher.

Teachers require information and feedback on their performance and efficacy in fulfilling their roles and responsibilities in the educational setting. The process, called supervision, includes all efforts to provide leadership to teachers and other education professionals in the improvement of teaching; promoting teachers' professional growth and development; selecting and reviewing educational objectives, teaching materials, and teaching methods; and evaluating teaching. While supervision is considered to involve teachers in instructional dialogue to improve teaching and increase student achievement, it builds on teachers' existing strengths, knowledge, and practices and supports their development (Nolan & Hoover, 2005). Furthermore, teachers must be monitored and assessed by supervisors in their contact with students, as these interactions play a critical role in fulfilling teaching goals (Engelmann, 1988). This supervision process not only allows teachers to provide instructional feedback and effect teacher growth, but also positively affects teachers' attitudes about the quality of their work, instructional competence, and self-confidence as teachers (Mireles-Rios & Becchio, 2018). Research on the subject found that teachers' self-confidence increased when they were observed by administrators and given feedback on their areas of strength and weakness after the observation (Mireles-Rios & Becchio, 2018). As a result of the study, it was recommended that supervision and evaluation be used to increase teacher self-efficacy. One national study discovered problems with the supervision process, and it was highlighted that the teacher's cognitive and emotional development was disregarded during supervision (Usta & Özyurt, 2021). Memduhoğlu (2012) consulted teachers' perspectives on supervision in his study and reported that the process of supervising teachers by education inspectors was mostly control-oriented, error-seeking, and evaluation; the audit mostly includes formal processes such as document control; and the function of guiding and improving the process is not adequately fulfilled. It was also noted in a meta-analysis by Klassen and Tze (2014) that teachers' self-efficacy is closely correlated with how well they are judged by their students, principals, or supervisors.

Teachers are expected to gain knowledge and skills in "content knowledge," "pedagogical knowledge," and "pedagogical content knowledge" as part of the Turkish physical education teacher training curriculum. In terms of content knowledge, the teacher must be familiar with the subjects to be taught,

comprehend the underlying principles of the subject to be taught, and be able to arrange them by the content. The teacher is supposed to know the general principles and methods of education and training in terms of pedagogical knowledge. There is a bridge between content knowledge and pedagogical knowledge in pedagogical content knowledge, and it is expected that he will be able to combine these two pieces of knowledge. To achieve these objectives, courses in teacher education programs were created by combining "teaching profession knowledge", "field education,", and "general culture" courses (Council of Higher Education [CoHE], 2018). Through physical education lessons, physical education teachers are expected to assist students in developing basic movement skills, active and healthy living strategies, movement-related life skills, self-management skills, thinking skills, and values that they use throughout their lives in and out of school (Ministry of National Education [MoNE], 2018a; 2018b; 2018c). It is critical to ensure and supervise teachers' abilities to meet the needs of this extensive and complicated structure of both teacher training and school physical education programs in the field of physical education. Teachers' perceptions of self-efficacy and their views on supervision affect physical education teachers' ability to effectively reflect the comprehensive knowledge and skills they have acquired in the teacher training program in school physical education lessons. Researchers in the field of physical education who emphasized that self-efficacy is the primary factor influencing human behavior (Bandura, 1997) provided evidence to support this claim and reported that teachers who feel self-efficacious create programs that assist their students in promoting physical activity and health and subsequently increase their level of physical activity and are more likely to do so than teachers who feel less self-efficacious (Martin et al., 2001; Martin & Kulinna, 2004). In addition, research on teacher self-efficacy and supervision revealed that teacher self-efficacy is strongly associated with the evaluation of teachers' effectiveness during the supervision process by their colleagues, supervisors, or administrators (Klassen ve Tze 2014; McDonnough & Matkins, 2010). A limited number of studies in the field of physical education have also revealed that the knowledge and skills acquired by pre-service teachers, especially during the controlled supervision process in authentic school practice, contribute positively to their self-efficacy perception level (Costa Filho & Iaochite, 2018; Gurvitch & Metzler, 2009). In the case of physical education teacher candidates, revealing their self-efficacy beliefs and views on supervision at an early stage of career development may help with learning about future teaching behaviors and taking preventative measures against potential negative outcomes (Schnitzius et al., 2021). Although the studies on teachers' self-efficacy perceptions and attitudes towards supervision have dealt with these two variables separately, they are limited in number. In addition to this, it was noticed as a result of the examination of the relevant literature that there are almost no studies on these two variables in the field of physical education teaching. Studies on pre-service physical education teachers' self-efficacy levels found no differences based on gender (Eroglu & Unlu, 2015; Mirzeoglu et al., 2007) or grade level (Doğru, 2017; Mirzeoglu et al., 2007). Additional research shows that male physical education teacher candidates have a high level of self-efficacy (Kafkas et al., 2010; Ünver, 2016). On the other hand, studies on supervision consisted of studies that descriptively showed the challenges encountered in the course and teacher supervision (Demirhan et al., 2014). Based on the reviewed literature, it was discovered that there are almost no studies that deal with the relationship between self-efficacy and attitude toward supervision, and it is unclear in which direction self-efficacy and attitude toward supervision change according to gender and grade level variables. Based on the lack of literature on studies dealing with teachers' self-efficacy perceptions and their attitudes towards supervision together, this study aimed to compare the self-efficacy perceptions of physical education teacher candidates and their attitudes towards supervision to the variables of gender and grade level and to examine the relationship between their self-efficacy perceptions and attitude towards supervision. More specifically, the research questions for this study were whether perceived self-efficacy and attitudes toward supervision among those majoring in physical education differed by gender and grade level and whether their perceived self-efficacy and attitudes toward supervision were correlated.

Method

Research Design

Descriptive research design, which describes the population, situation, or event as it is, and more specifically, the correlational research design, was used in the study. Although correlational studies are studies that examine the relationships between two or more variables without intervening in any way,

these studies can give an idea that there may be a cause-and-effect relationship, but they are not interpreted as such (Fraenkel et al., 2012).

Participants

Participants of the study were selected from students who were actively studying in the physical education and sports department in the 2021–2022 academic year. A convenience sampling technique was used for participant recruitment. There were 75 men and 72 women, respectively. 26.5% of the 147 participants were in the first grade, followed by 23.8% in the second, 23.8% in the third, and 25.9% in the fourth. The mean ages of the participants were 21.51 (*SD* = 1.21) for the females and 21.65 (*SD* = 1.91) for the males.

Data Collection Instruments

The data collection instruments were the "Demographic Information Form", the "Teacher's Sense of Self-Efficacy Scale", and the "Attitudes Toward Supervision Scale".

Researchers developed a Demographic Information Form that was utilized in the study to gather information on the participants' gender, age, and grade level.

The Teacher's Sense of Efficacy Scale-Short Form (TSES-SF) was used to determine the instructional self-efficacy level of physical education majors. The scale was developed by Tschannen-Moran and Hoy (2001) and translated into Turkish by Karaoğlu (2019). The scale consists of 12 items and three subscales (Self-Efficacy for Instructional Strategies, Self-Efficacy for Classroom Management, and Self-Efficacy for Student Engagement). Within the scope of this study, the scores from subscales were not used; instead, the self-efficacy total perception scores were used in all study analyses. The scale was prepared in a 9-point Likert type, and the minimum and maximum scores to be obtained from the scale range from 1 to 9. Higher scores obtained from the scale indicate that the perception of instructional self-efficacy is high, and lower scores indicate that the perception of instructional self-efficacy is low. The internal consistency of the original scale as measured by Cronbach's alpha coefficient was found to be .94, the values of Cronbach's alpha coefficient for the Turkish version of the scale were found to be .88, and Cronbach's alpha for this scale in the present sample was .87.

The Attitudes Towards Supervision Scale (ATSS) was used to assess the attitudes of physical education majors toward supervision. The scale was developed by Gündüz et al. (2018). The scale consists of 29 items and 3 sub-scales (Effect of Supervision on the Organization; Effect of Supervision on Employees, and Effect of Supervision on Relationships). The responses of the participants were scored in a 5-point Likert-type scale format, ranging from "none" to "many", and given a score ranging from 1 to 5. The minimum and maximum mean obtained from the scale varied between 1 and 5, and higher scores indicated that the attitudes of the supervisees towards supervision are high in the positive direction and lower scores indicate the negative direction. The original scale's Cronbach's alpha reliability coefficient was .95 (Gündüz et al., 2018), while the reliability value found in this investigation was .94.

Data Collection Procedures

Before starting the research, official ethical approval was obtained from the Social and Human Sciences Ethics Committee of the university where the data were collected (29/03/2022-124). The Demographic Information Form, TSES-SF, and ATSS were used to collect data from 1st, 2nd, 3rd, and 4th-grade female and male teacher candidates studying at the Faculty of Sport Sciences, Physical Education and Sports Department in the Fall Semester of the 2021-2022 academic year. In this regard, the courses that the pre-service teachers are enrolled in were determined, the instructors of the determined courses were informed about the study and permission was obtained, and the scales were applied to those who volunteered to participate by informing the students before the classes started. It took approximately 7 minutes for the participants to fill out the data collection tools.

Data Analysis

The Kolmogorov-Smirnov test for normality revealed that the TSES-SF and ATSS measures were not normally distributed. As a result, the Mann-Whitney U test was used to determine whether the participants' TSES-SF and ATSS scores differed by gender; the Kruskal-Wallis test was used to determine whether there was a difference between the TSES-SF and ATSS scores based on their grade level; and the Spearman's Correlation analysis was used to determine whether there was a significant

relationship between the participants' TSES-SF and ATSS scores. The Statistical Package for the Social Sciences (SPSS) version 21.0 for Windows was used to analyze the data.

Findings

The Mann-Whitney U test was used to compare differences in the TSES-SF scores between female and male teacher candidates. The analysis showed a statistically nonsignificant difference between the TSES-SF scores for female and male physical education teacher candidates, U= 2316.50, p= .14 (Table 1). From this analysis, it can be concluded that the TSES-SF scores were similar in females (*Med.*= 7.67) and males (*Med.*= 7.17) (Figure 1). Similarly, the Mann-Whitney U test was used to compare the difference in ATSS scores between female and male participants, and statistical analysis of the data showed that there was not any significant difference between females and males in their scores of ATSS, U= 2275.50, p= .10 (Table 1). The ATSS scores of female physical education teacher candidates (*Med.*= 4.24) were similar to those of males (*Med.*= 3.97) (Figure 1).

Table 1.
TSES-SF and ATSS Scores Physical Education Teacher Candidates by Gender

	Gender	*n*	$\bar{x}$	*SD*	*Med.*
TSES-SF scores	Female	72	7.58	.82	7.67
	Male	75	7.30	1.04	7.17
	Total	147	7.44	.95	
ATSS scores	Female	72	4.16	.56	4.24
	Male	75	4.01	.55	3.97
	Total	147	4.08	.56	

The Kruskal-Wallis test was used to investigate the differences in TSES-SF scores between the four grade levels. The results of the analysis revealed that there was no statistically significant difference between the TSES-SF scores of the 1st, 2nd, 3rd, and 4th-grade teacher candidates, $\chi^2(3)$= 4.26, p= .24 (Table 2). These findings showed that the TSES-SF scores of the 1st (*Mean rank.*= 84.78), 2nd (*Mean rank*= 66.89), 3rd (*Mean rank*= 67.81), and 4th-grade teacher candidates (*Mean rank*= 75.18) were similar (Figure 1). Whether there was a difference between the ATSS scores of the pre-service teachers in terms of the grade level was also examined within the scope of the research, and the results showed that there was not any statistically significant difference between the 1st, 2nd, 3rd, and 4th grades, $\chi^2(3)$= 7.33, p= .06 (Table 2). According to these results, the ATSS scores of the 1st (*Mean rank*= 89.42), 2nd (*Mean rank*= 66.94), 3rd (*Mean rank*= 66.31), and 4th grades (*Mean rank*= 71.75) were similar (Figure 1).

Table 2.
TSES-SF and ATSS Scores of Physical Education Teacher Candidates by Grade Level

	Grade Level	*n*	$\bar{x}$	*SD*	*Mean of Ranks*
TSES-SF scores	1st grade	39	7.70	.82	84.78
	2nd grade	35	7.25	1.07	66.89
	3rd grade	35	7.36	.78	67.81
	4th grade	38	7.41	1.06	75.18
	Total	147	7.44	.95	
ATSS scores	1st grade	39	4.28	.50	89.42
	2nd grade	35	3.99	.55	66.94
	3rd grade	35	3.99	.51	66.31
	4th grade	38	4.05	.64	71.75
	Total	147	4.08	.56	

A Spearman correlation coefficient was used to determine whether a statistically significant relationship existed between the TSES-SF and ATSS scores of the physical education teacher candidates participating in the research. The results of the analysis revealed that there was a statistically positive and weak significant correlation between the TSES-SF and ATSS scores of the teachers, r_s= .45, n= 147, p= .001.

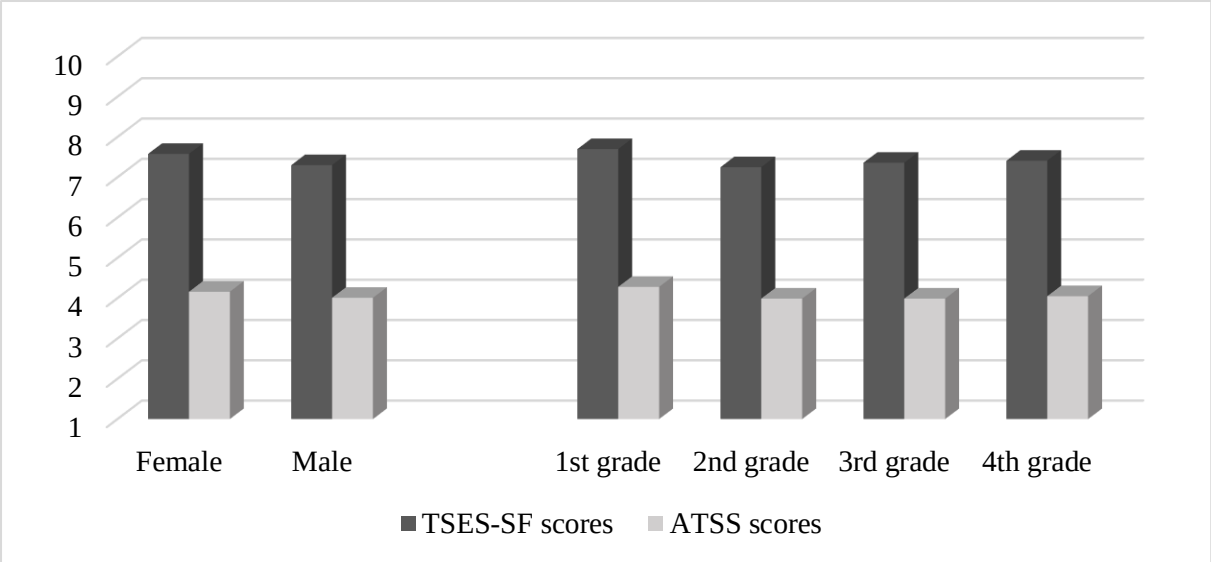

Figure 1. TSES-SF and ATSS Scores of Physical Education Teacher Candidates by Gender and Grade Level

Discussion

The study aimed to identify whether the self-efficacy perceptions of physical education teacher candidates and their attitudes toward supervision differ according to their gender and grade levels and whether there is a relationship between their self-efficacy perceptions and attitudes toward supervision. Consistent with previous research findings, the teachers involved in the current study scored highly in self-efficacy perceptions (Akçöltekin et al., 2018; Eski et al., 2018; Özdemir & Özkan, 2018). The current study's findings also showed no gender differences in self-efficacy. These findings both support and contradict previous studies in the literature. In support of this research, there are studies conducted with the participation of physical education teacher candidates and revealing that the self-efficacy perceptions of female and male teacher candidates are similar (Erbaş & Ünlü, 2020; Eroglu & Unlu, 2015; Eski et al., 2018; Koparan et al., 2010; Ozkan et al., 2014; Özdemir & Özkan, 2018). Some studies show no gender differences and high levels of perception in terms of self-efficacy in studies conducted with the participation of male and female physical education teachers (Gencay, 2015; Öncü, 2019). In addition to the studies that show no difference between the self-efficacy perception levels of female and male physical education teacher candidates and teachers, some studies report differences between the two genders. In one of these studies, Kafkas et al. (2010) revealed that there was a difference between pre-service teachers' perceived self-efficacy levels and those of male pre-service teachers, with self-efficacy levels higher than those of female pre-service teachers. In another study, the perceived self-efficacy levels of physical education teachers were examined, and a difference was found between the two genders; and the perceived self-efficacy levels of female physical education teachers were higher than those of male teachers (Turan et al., 2015). In addition to national studies, international studies have also shown that the perceived self-efficacy levels of physical education teacher candidates and teachers are high (Silva et al., 2010). Different findings have been reached in studies examining the effect of gender in the international arena. In a study conducted in a Brazilian sample, it was revealed that there was no gender difference in pre-service teachers' perceived self-efficacy levels (Iaochite & Souza Neto, 2014). Another study revealing that there was no difference between men and women in terms of perceived self-efficacy was conducted in Belgium with the participation of physical education teachers, and it was reported that teachers perceived self-efficacy levels were high (Mouton et al., 2013). In a Chinese sample, physical education teachers' perceived self-efficacy levels were found to be high, and male teachers' perceived self-efficacy levels were found to be higher than female teachers (Xiong et al., 2020). Another study that found high self-efficacy levels in physical education teacher candidates was conducted in Poland, and in the study, male physical education teacher candidates' perceived self-efficacy levels were found to be higher than females (Ogrodnik et al., 2018). Since the literature findings on physical education teacher candidates and teachers' self-efficacy perceptions and the results obtained from this research do not reveal the gender effect on self-efficacy, it is clear that more research is needed. However, the reason why there was no gender difference in perceived self-efficacy in this study may be

that they were subject to a standard teacher training program and had similar levels of educational knowledge and skills (CoHE, 2018). In addition, contrary to what was discovered in this study, other studies' conclusions that male teachers or teacher candidates had higher levels of self-efficacy than females may have been influenced by the scales' sub-dimensions used in these studies. Men and women are reported to view themselves as equally competent in the literature regarding self-efficacy perceptions toward ensuring student engagement and effective use of general education instructional strategies; however, men are reported to view themselves as more competent than women in the "classroom management" dimension (Klassen & Chiu, 2010; Lesha, 2017). Similarly, the main reason why studies that found female teachers' or teacher candidates' self-efficacy beliefs about teaching to be high did not exhibit resemblance with the findings of this study could be the education level at which the teacher or teacher candidates will or are working. Participants in this study will eventually teach in secondary or high schools. Female teachers' self-efficacy beliefs toward teaching were greater than males' in research evaluating primary school teachers' or pre-service teachers' self-efficacy beliefs (Cheung, 2008; Duru & Arslan, 2021; Manzar-Abbas & Lu, 2015). The assumption that primary education is a woman's work or associated with the role of a mother is suggested to be another cause for these conflicting findings. Society accepts the notion that female teachers have personalities more suited to parenting and teaching as a reflection of gender roles. These results may also be the result of perceptions that women's occupations are compatible with their domestic duties and that women are best suited for careers as elementary school teachers (Drudy, 2008). According to a national study, teachers viewed male teachers as "a figure of authority and security" and "a leading one," whereas they defined female teachers as "a devoted mother" and "a diligent one undertaking many tasks" (Sarı & Başarır, 2016). According to teachers in a different study employing a US sample, male and female primary school teachers exhibit different traits, with female primary school teachers claiming to be more maternal and attentive to their pupils' needs than their male counterparts (Wood, 2012).

Within the scope of this research, it was revealed that the perceived self-efficacy levels of physical education teacher candidates did not differ according to the grade levels of the prospective teachers. Some studies support the findings of this study and reveal that the perceived self-efficacy levels of physical education teacher candidates do not differ according to their grade level (Erbaş et al., 2014; Erbaş & Ünlü, 2020; Eski et al., 2018). Furthermore, studies that are not in line with the findings of this research and that reveal that the self-efficacy perceptions of physical education teacher candidates differ according to the grade level were also encountered (Özdemir & Özkan, 2018). In a study examining the perceived self-efficacy levels of physical education teacher candidates, it was found that the self-efficacy perceptions of the participants differed according to the grade levels, and the perceived self-efficacy levels of the students studying in the 3rd grade were found to be higher than the students in the 1st and 2nd grades, and the perceived self-efficacy levels of the students studying in the 4th grade were found to be higher than the students who were in the 1st grade (Cihan, 2014). Considering the studies in which the grade level variable reveals or does not differentiate between perceived self-efficacy and the gender variable, more research is needed to clarify this finding. It is useful to interpret that the self-efficacy perceptions of pre-service teachers do not differ according to grade level, taking into account that their self-efficacy levels are already high. In addition, these findings can be interpreted as indicating that pre-service teachers' self-efficacy perceptions are not only dependent on the teacher training program (Eroglu & Unlu, 2015).

The findings obtained in this study revealed that physical education teacher candidates' attitudes towards supervision were high and did not differ according to the variables of gender and grade levels. When the literature is examined, studies covering all teaching fields are included in the discussion, since it is striking that the research on this subject focuses on teachers, and the studies in the field of physical education teaching are especially limited. While some of the studies discussed here support the current findings, others do not. In one of these studies, Gündüz (2010) examined primary school teachers' attitudes towards supervisors and found that teachers' attitude scores were moderate and there was no difference between female and male teachers' attitude levels. Although the findings of this study are similar to those of this study in terms of not revealing a difference according to gender, they differ in that the attitude scores are at a moderate level. Examining the attitudes of primary school teachers in the Turkish Republic of Northern Cyprus towards supervisors, Tankı (2016) revealed that teachers' views on supervisors are negative and that these views do not differ between male and female teachers. In

another study, the attitudes toward supervision in primary and secondary schools were examined, and no difference was found between the attitudes of female and male teachers toward supervision (Hasar, 2014). Although teachers' opinions were neutral (neither positive nor negative) in a study examining teachers' attitudes toward supervision, a difference was found according to the gender variable, and it was determined that male teachers' attitude levels were more positive than female teachers' (Uslu, 2021). Sallabaş (2021) also examined teachers' attitudes towards supervision and reported that both female and male teachers had more positive attitudes, while female teachers' attitude scores were higher than male teachers. Another study conducted by Eskibağ (2014) revealed a difference between male and female teachers in terms of attitudes toward supervision, and it was determined that male teachers' perceptions of supervision were higher than female teachers. In a study conducted in a sample of Nigeria, the attitudes of secondary school teachers towards supervision were examined, and it was concluded that the attitude scores of both female and male teachers were at an average level, and no gender difference was found in the findings (Amaefule & Udoji, 2021). According to a study conducted in Ethiopia, it was emphasized that teachers' attitudes toward supervision were negative and they were not satisfied with the practices related to supervision (Kurka & Berhanu, 2019). A similar finding was found among teachers in the Malaysian sample, and it was revealed that teachers' attitudes toward supervision were low (Hoque et al., 2020). Examining the attitudes of English teachers towards supervision in the Iranian sample, Rahmany et al. (2014) reported that a large percentage of the teachers were neutral about supervision; half of them thought that supervision was necessary and the other half thought it was unnecessary. In one of the limited number of studies conducted in the field of physical education teaching, it has been revealed that physical education teachers agree with the necessity of supervision, but they are confused about what is expected of them through supervision (Norris et al., 2017). In another study conducted in the sample of Jordan, the views of physical education teachers on supervisors were examined, and it was reported that physical education teachers perceived the supervisors' equipment for supervision at a moderate level (Oudat, 2021). It is thought that the reason why there is no difference in the attitudes of physical education teacher candidates towards supervision according to gender and grade level in the findings obtained in this study is that the prospective teachers have not yet undergone an inspection process and their attitudes are only dependent on the standard teacher training program (CoHE, 2018). In contrast to the findings of this study, Shakeshaft et al. (1991) claimed that the gender characteristics of men and women play a role in whether women or men have positive attitudes toward supervision. While for female teachers, supervision-related issues are seen as affecting the well-being of the students, for male teachers, they can be seen as administrative issues. It was emphasized as a result that the same words said by the male supervisor have different meanings for male and female teachers and that interactions between a female supervisor and a male teacher are different from those between a female supervisor and a female teacher (Shakeshaft, 1989). According to studies on gender and supervision, the supervisor's attitude toward supervision may change with teaching experience, and it may be uncomfortable for both the teacher and the supervisor to be of different genders at the same time while supervision is taking place (Lee et al., 1993; Range et al., 2014; Shakeshaft et al., 1991). Based on previous research, it is clear that the lack of instructional supervision they have yet to experience in their teacher preparation program may be the key factor explaining why female and male teacher candidates in this study did not differ in their attitudes toward supervision, because in most studies, the attitudes of female and male teachers towards supervision vary depending on their teaching experience (Bada et al., 2020; Deniz & Erdener, 2020; Esen & Albez, 2022). The fact that the pre-service teachers in this study are not yet teachers and have only had school observations and practices may not have resulted in a gender difference in their attitudes.

The findings obtained in this study showed that there is a relationship between the perceived self-efficacy levels of pre-service physical education teachers and their attitudes towards supervision, and as the self-efficacy perception levels increase, the attitude towards supervision also increases. In support of the outcomes of this study, a study of English teachers' self-efficacy found that Iranian teachers with less than 5 years of experience had positive attitudes regarding supervision. It has been claimed that teachers with greater teaching experience have negative attitudes regarding supervision and regard it as a "box-ticking" procedure (Rahmany et al., 2014). In a meta-analysis examining the psychological state of teachers, Klassen and Tze (2014) discovered a high correlation between teachers' self-efficacy and how well they were seen by administrators and colleagues. As a result, it has been emphasized that the

teacher evaluation process is critical not only for receiving feedback from teachers at the end of the evaluation but also for the formation of self-efficacy beliefs that will enable them to be successful in the long run and to demonstrate superior performance throughout their careers. Additionally, it was mentioned that the teacher assessment procedure presents a special chance for administrators and teachers to collaborate in a way that raises teacher effectiveness and, consequently, student accomplishment. The findings of this study also suggest that the relationship between pre-service teachers' high self-efficacy perceptions and their attitudes toward supervision is due to pre-service teachers' awareness of the positive contribution of supervision to the teacher training process. In other words, because they are aware of the positive effect of supervision on their self-efficacy, a relationship may have emerged between their self-efficacy perceptions and their positive attitudes toward supervision. In a recent study, researchers examining the self-efficacy and attitudes of teachers working in public schools in a sample of Nigeria revealed that the perceptions of self-efficacy affect the attitude towards supervision. It has been reported that teachers with high self-efficacy perceptions have higher attitude scores toward supervision than teachers with low self-efficacy (Amaefule & Udoji, 2021). Additionally, pre-service teachers' perceptions of their degree of knowledge and skill for the teaching profession have an impact on how they perceive their self-efficacy, and pre-service teachers who perceive a low level of knowledge and skill have low self-efficacy perceptions. This situation may have negatively affected the views of pre-service teachers who feel inadequate about being supervised by others and witnessing these inadequacies by others (Phan & Locke, 2015).

Conclusion

These research findings have contributed to the literature in various aspects. The first of these is to reveal the self-efficacy perceptions of physical education teacher candidates and make comparisons by gender and grade level. Another contribution is to reveal the attitude towards supervision in the sample of education, more specifically physical education and pre-service teachers, and whether this attitude differs according to the variables of gender and grade of education. The limited number of studies examining attitudes toward supervision and the scarcity of physical education in the field of physical education make the findings of this study valuable. Revealing the relationship between pre-service physical education teachers' self-efficacy level and attitude towards supervision also provides important information for the relevant literature in the field. To summarize, the self-efficacy perceptions and attitudes toward the supervision of physical education teacher candidates in this study were high and did not differ by gender or grade level. A significant relationship was found between pre-service physical education teachers' self-efficacy perceptions and their attitudes toward supervision. As the pre-service teachers' self-efficacy perceptions increase, their attitudes toward supervision also increase.

Recommendations

The current study has several limitations that must be acknowledged. The physical education teacher candidates were recruited using a convenience sampling method from a single physical education teacher education institution. So, the results may not be generalizable to Turkey's intended population of physical education teacher candidates. There is also a small sample size, which may not be large enough to generalize the results and may make the findings inaccurate. This study was cross-sectional and assessed physical education teacher candidates perceived self-efficacy and attitudes toward supervision at a specific time. In addition to these limitations, various suggestions can be made for future studies based on the findings obtained. It is recommended that this research be carried out with the participation of in-service teachers and teachers who have been subjected to supervision. Future studies on a sample of audited pre-service teachers (within the scope of courses such as school experience, teaching practice, and so on) may contribute to the literature. Increasing the sample size is recommended by researchers for future studies. Future research can also compare the attitudes of physical education teacher candidates who have taken and passed the school experience course to those who have not yet done it in terms of self-efficacy levels and attitudes toward supervision. Qualitative and mixed-design research should also be performed to see whether pre-service teachers' high levels of self-efficacy perceptions and attitudes toward supervision are reflected in their physical education classroom practices. Within the scope of practical suggestions, necessary precautions should be taken in teacher training programs regarding the examination and maintenance of the source of positive self-efficacy beliefs and attitudes toward the supervision of physical education teacher candidates, and in this regard,

various courses and seminars should be provided to teacher candidates in teacher training programs and to teachers in in-service training programs.

Acknowledgment

Ethics statement: In this study, we declare that the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" are complied with and that we do not take any of the actions based on "Actions Against Scientific Research and Publication Ethics". At the same time, we declare that there is no conflict of interest between the authors, which all authors contribute to the study, and that all the responsibility belongs to the article authors in case of all ethical violations.

Author Contributions: Conceptualization, Saraç L. and Yılmaz G.; methodology, Saraç L.; validation, Saraç L. and Yılmaz G.; analysis, Saraç L.; writing, review and editing, Saraç L. and Yılmaz G.

Funding: This research received no funding.

Institutional Review Board Statement: Ethical approvaş was obtained from the Social Sciences and Humanities Ethics Committee at the University of Mersin (ethical permit date and number 29.03.2022-124).

Data Availability Statement: Data generated or analyzed during this study should be available from the authors on request.

Conflict of Interest: All authors declare that they have no conflicts of interest.

References

Akçöltekin, A., Sarıkaya, İ., Engin, A. O. & Akçöltekin, S. (2018). Beden eğitimi ve spor öğretmenliği bölümü öğretmen adaylarının öğretmenliğe yönelik öz yeterliliklerinin incelenmesi. *Karadeniz Uluslararası Bilimsel Dergi, 40,* 44-51. https://doi.org/10.17498/kdeniz.431489

Amaefule, J. C., & Udoji, U. A. (2021). Influence of self-efficacy beliefs on attitude towards supervision of instruction among secondary school teachers in Obio/Akpor LGA, Rivers State. *International Journal of Innovative Psychology & Social Development, 9*(4), 23-27.

Bada, H. A., Ariffin, T. F. T., & Nordin, H. (2020). Teachers' perception of principals' instructional leadership practices in Nigeria. *Universal Journal of Educational Research, 8*(10), 4459-4469. https://doi.org/10.13189/ujer.2020.081013

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191-215. https://doi.org/10.1037/0033-295X.84.2.191

Bandura, A. (1999). Social cognitive theory: An agentic perspective. *Asian Journal of Social Psychology, 2*(1), 21-41. https://doi.org/10.1111/1467-839X.00024

Bandura, A. (2002). Growing primacy of human agency in adaptation and change in the electronic era. *European Psychologist, 7*(1), 2-16. https://doi.org/10.1027/1016-9040.7.1.2

Cheung, H. Y. (2008). Teacher efficacy: a comparative study of Hong Kong and Shanghai primary in-service teachers. *Australian Educational Researcher, 35*(1), 103-123. https://doi.org/10.1007/BF03216877

Cihan, B. B. (2014). *Determining the perceptions of academic, sportive, and teachership self-efficacy of the Physical Education and Sport High School teachership department students* [Doctoral thesis, Gazi University, The Institute of Educational Sciences]. Ankara.

Costa Filho, R. A., & Iaochite, R. T. (2018). Constitution of Self-efficacy in the early career of physical education teachers. *Journal of Physical Education and Sport, 18*(4), 2410-2416. https://doi.org/10.7752/jpes.2018.04363

Council of Higher Education [CoHE]. (2018). Yeni Öğretmen Yetiştirme Lisans Programları: Beden Eğitimi ve Spor Öğretmenliği Lisans Programı. Retrieved from https://www.yok.gov.tr/Documents/Kurumsal/egitim_ogretim_dairesi/Yeni-Ogretmen-Yetistirme-Lisans-Programlari/Beden_Egitimi_ve_Spor_Ogretmenligi_Lisans_Programi.pdf

Cranston, N. C. (2000). Teachers as leaders: A critical agenda for the new millennium. *Asia-Pacific Journal of Teacher Education, 28*(2), 123-131. https://doi.org/10.1080/713650688

Demirhan, G., Bulca, Y., Saçlı, F., & Kangalgil, M. (2014). Physical education teachers' problems in practice and suggested solutions. *H. U. Journal of Education, 29*(2), 57-68.

Deniz, Ü., & Erdener, M. A. (2020). Levels of school administrators exhibiting instructional supervision behaviors: Teachers' perspectives. *Research in Educational Administration and Leadership, 5*(4), 1038-1081. https://doi.org/10.30828/real/2020.4.3

Doğru, Z. (2017). Beden eğitimi ve spor eğitimi bölümü öğrencilerinin özgüven ve özyeterlik algıları arasındaki ilişkinin değerlendirilmesi. *Beden Eğitimi ve Spor Araştırmaları Dergisi, 9*(1), 13-23. https://dergipark.org.tr/tr/pub/besad/issue/53437/711216

Drudy, S. (2008). Gender balance/gender bias: The teaching profession and the impact of feminisation. *Gender and Education, 20*(4), 309-323. https://doi.org/10.1080/09540250802190156

Duru, F. & Arslan, A. (2021). İlkokul öğretmenlerinin öğretmen olma motivasyonları, özyeterlilik inançları, yenilikçilikleri ve iş memnuniyetlerinin incelenmesi. *Milli Eğitim Dergisi, 51*(235), 2133-2162. https://doi.org/10.37669/milliegitim.917330

Engelmann, S. (1988). The logic and facts of effective supervision. *Education and Treatment of Children, 11*, 328–340.

Erbaş, M. K., & Ünlü, H. (2020). Prediction validity of teaching efficacy on task-centered anxiety: a study on physical education teacher candidates. *Journal of Theoretical Educational Science, 13*(4), 701-715. https://doi.org/10.30831/akukeg.776415

Erbaş, M. K., Kalemoğlu Varol, Y., Erdoğdu, M., & Ünlü, H. (2014). Teaching efficacy of physical education teacher candidates. *Journal of Education and Practice, 5*(19), 34-43.

Eroglu, C., & Unlu, H. (2015). Self-efficacy: Its effects on physical education teacher candidates' attitudes toward the teaching profession. *Educational Sciences: Theory & Practice, 15*(1), 201-212. https://doi.org/10.12738/estp.2015.1.2282

Esen, E., & Albez, C. (2022). Investigating the relationship between teachers' perceptions of ınstructional supervision and learning school. *Cukurova University Faculty of Education Journal, 51*(2), 982-1011. https://doi.org/10.14812/cuefd.952833

Eskibağ, A. İ. (2014). *Öğretmenlerin denetim uygulamalarına dönük görüşlerinin mesleki doyum ve tutum açısından incelenmesi* [İstanbul Sabahattin Zaim Üniversitesi, Sosyal Bilimler Enstitüsü]. İstanbul.

Eski, T., Özbal, A. F., & Ektirici, A. (2018). The examination of self-efficacy beliefs of physical education pre-service teachers according to different variables. *Turkish Journal of Sport and Exercise, 20*(3), 145-151. https://doi.org/10.15314/tsed.463784

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education (8th ed.). New York: McGraw Hill.

Gencay, O. A. (2015). Teacher efficacy of Turkish physical education teachers. *Educational Research and Reviews, 10*(9), 1354-1360. https://doi.org/10.5897/ERR2015.2191

Gurvitch, R., & Metzler, M. W. (2009). The effects of laboratory-based and field-based practicum experience on pre-service teachers' self-efficacy. *Teaching and Teacher Education, 25*(3), 437-443. https://doi.org/10.1016/j.tate.2008.08.006

Gündüz, Y. (2010). Investigating of attitudes concerning supervisors of administrators and teachers in primary schools. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 11*(2), 1-23.

Gündüz, Y., Elma, C., & Aslan, H. (2018). Denetime ilişkin tutum ölçeği: Geçerlik ve güvenirlik çalışması. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 28*, 31-59. https://doi.org/10.14520/adyusbd.395177

Hart, B. (1982). So that teachers can teach: Assigning roles and responsibilities. *Topics in Early Childhood Special Education, 2*(1), 1-8. https://doi.org/10.1177/027112148200200105

Hasar, M. (2014). *İlkokul ve orta okullarda yapılan denetimin okul başarısı ve gelişimine ilişkin yönetici ve öğretmen algılarının incelenmesi* [Master's thesis, Eğitim Bilimleri Enstitüsü].

Hoque, K. E., Bt Kenayathulla, H. B., D/O Subramaniam, M. V., & Islam, R. (2020). Relationships between supervision and teachers' performance and attitude in secondary schools in Malaysia. *Sage Open, 10*(2), 1-11. https://doi.org/10.1177/21582440209255

Iaochite, R. T., & Souza Neto, S. D. (2014). Strength and sources of self-efficacy beliefs by physical education student teachers. *Motriz: Revista de Educação Física, 20*, 143-150. https://doi.org/10.1590/S1980-65742014000200003

Kafkas, M. E., Açak, M., Çoban, B., & Karademir, T. (2010). Beden eğitimi öğretmen adaylarının öz yeterlik algıları ile mesleki kaygıları arasındaki ilişki. *İnönü Üniversitesi Eğitim Fakültesi Dergisi, 11*(2), 93-111. https://dergipark.org.tr/tr/pub/inuefd/issue/8702/108669

Karaoğlu, İ. B. (2019). Öğretmen Öz Yeterlik Algısı Ölçeği Kısa Formu'nun Türkçe'ye uyarlanması: Geçerlik ve güvenirlik çalışması. *The Journal of Academic Social Science, 7*(99), 123-139. http://dx.doi.org/10. 29228/ASOS.37797

Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology, 102*(3), 741-756. https://doi.org/10.1037/a0019237

Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review, 12*, 59-76. https://doi.org/10.1016/j.edurev.2014.06.001

Koopmans, M. (2020). Education is a complex dynamical system: Challenges for research. *The Journal of Experimental Education, 88*(3), 358-374. https://doi.org/10.1080/00220973.2019.1566199

Koparan, Ş., Şahin, E., & Kuter, F. (2010). A comparison on of self-efficacy perception and social physical anxiety levels of teacher candidates at physical education department. *Procedia-Social and Behavioral Sciences, 2*(2), 3932-3937. https://doi.org/10.1016/j.sbspro.2010.03.619

Kurka, A., & Berhanu, E. (2019). Attitude of teachers towards school-based instructional supervision at secondary schools of Wolaita Zone. *Research on Humanities and Social Sciences, 9*(15), 35-54.

Lee, V. E., Smith, J. B., & Cioci, M. (1993). Teachers and principals: Gender-related perceptions of leadership and power in secondary schools. *Educational Evaluation and Policy Analysis*, *15*(2), 153-180. https://doi.org/10.2307/1164419

Lesha, J. (2017). Gender differences in primary school teachers' self-efficacy beliefs. *European Journal of Education Studies*, 3(10), 731-740. https://zenodo.org/record/1044232

Lieberman, A., & Miller, L. (2005). *Teachers as leaders. The Educational Forum, 69*(2), 151-162. https://doi.org/10.1080/00131720508984679

Manzar-Abbas, S. S., & Lu, L. (2015). Self-efficacy beliefs of Chinese primary school teachers. *Pakistan Journal of Psychological Research*, *30*(2), 289-303. https://pjpr.scione.com/cms/abstract.php?id=270

Martin, J. J., Hodges-Kulinna, P. H., Eklund, R. C., & Reed, B. (2001). Determinants of teachers' intentions to teach physically active physical education classes. *Journal of Teaching in Physical Education*, *20*(2), 129-143. https://doi.org/10.1123/jtpe.20.2.129

Martin, J. J., & Kulinna, P. H. (2004). Self-efficacy theory and the theory of planned behavior: Teaching physically active physical education classes. *Research Quarterly for Exercise and Sport*, *75*(3), 288-297. https://doi.org/10.1080/02701367.2004.10609161

McDonnough, J. T., & Matkins, J. J. (2010). The role of field experience in elementary preservice teachers' self-efficacy and ability to connect research to practice. *School Science and Mathematics*, *110*(1), 13-23. http://dx.doi.org/10.1111/j.1949-8594.2009.00003.x

Memduhoğlu, H. B. (2012). Öğretmen, yönetici, denetmen ve öğretim üyelerinin görüşlerine göre Türkiye'de eğitim denetimi sorunsalı. *Kuram ve Uygulamada Eğitim Bilimleri, 12*(1), 135-156.

Ministry of National Education [MoNE]. (2018a). Beden Eğitimi ve Oyun Dersi Öğretim Programı (İlkokul 1, 2, 3 ve 4. Sınıflar). Ankara: Ministry of National Education.

Ministry of National Education [MoNE]. (2018b). Beden Eğitimi ve Spor Dersi Öğretim Programı (Ortaokul 5, 6, 7 ve 8. Sınıflar). Ankara: Ministry of National Education.

Ministry of National Education [MoNE]. (2018c). Ortaöğretim Beden Eğitimi ve Spor Dersi Öğretim Programı (9, 10, 11 ve 12. Sınıflar). Ankara: Ministry of National Education.

Mireles-Rios, R., & Becchio, J. A. (2018). The evaluation process, administrator feedback, and teacher self-efficacy. *Journal of School Leadership, 28*(4), 462-487. https://doi.org/10.1177/105268461802800402

Mirzeoğlu, D., Aktağ, I., & Boşnak, M. (2007). Beden eğitimi öğretmeni, öğretmen adayı ve beden eğitimi ve spor yüksekokullarında görev yapan öğretim elemanlarının mesleki yeterlik duygusunun karşılaştırılması. *Spor Bilimleri Dergisi, 18*(3), 109-125. https://dergipark.org.tr/en/pub/sbd/issue/16398/171445

Mouton, A., Hansenne, M., Delcour, R., & Cloes, M. (2013). Emotional intelligence and self-efficacy among physical education teachers. *Journal of Teaching in Physical Education, 32*(4), 342-354. https://doi.org/10.1123/jtpe.32.4.342

Nolan, J., & Hoover, L. A. (2005). *Teacher supervision and evaluation.* Hoboken.

Norris, J., van der Mars, H., Kulinna, P., Amrein-Beardsley, A., Kwon, J., & Hodges, M. (2017). Physical education teacher perceptions of teacher evaluation. *The Physical Educator, 74*(1), 41-62. https://doi.org/10.18666/TPE-2017-V74-I1-6882

Ogrodnik, J., Przybyła, E., & Herman, E. (2018). The self-efficacy of physical education teacher candidates. *Zeszyty Naukowe Wyższej Szkoły Humanitas. Pedagogika, 16*, 293-304.

Ozkan, H., Dalli, M., Bingol, E., Metin, S. C., & Yarali, D. (2014). Examining the relationship between the communication skills and self-efficacy levels of physical education teacher candidates. *Procedia-Social and Behavioral Sciences, 152*, 440-445. https://doi.org/10.1016/j.sbspro.2014.09.228

Öncü, E. (2019). An examination of Turkish physical education teachers' interpersonal self-efficacy beliefs. *Physical Education of Students, 23*(1), 37-44. https://doi.org/10.15561/20755279.2019.0106

Özdemir, N., & Özkan, G. (2018). The investigation of the relationship between physical education and sports teacher candidates' communication skills and their teacher self-efficacy perceptions. *Online Submission, 11*(33), 1139-1156. http://dx.doi.org/10.14225/Joh1231

Oudat, M. A. (2021). The supervisory competencies of physical education supervisors from the point of view of physical education teachers. *International Journal of Human Movement and Sports Sciences 9*(2), 185-193. https://doi.org/10.13189/saj.2021.090204

Phan, N. T. T., & Locke, T. (2015). Sources of self-efficacy of Vietnamese EFL teachers: A qualitative study. *Teaching and Teacher Education, 52*, 73-82. https://doi.org/10.1016/j.tate.2015.09.006

Rahmany, R., Hasani, M. T., & Parhoodeh, K. (2014). EFL teachers' attitudes towards being supervised in an EFL context. *Journal of Language Teaching and Research, 5*(2), 348-359. http://dx.doi.org/10.4304/jltr.5.2.348-359

Range, B. G., Finch, K., Young, S., & Hvidston, D. J. (2014). Teachers' perceptions based on tenure status and gender about principals' supervision. *NCPEA International Journal of Educational Leadership Preparation*, 9(1), 153-170.

Sallabaş, S. (2021). *The relationship between school climate and teachers' attitudes towards supervision* [Ondokuz Mayıs Üniversitesi, Lisansüstü Eğitim Enstitüsü]. Samsun.

Sarı, M., & Başarır, F. (2016). Analyzing teachers' perceptions of "female teacher" and "male teacher" within traditional gender roles. *International Journal of Education and Research, 4*(3), 205-224.

Schnitzius, M., Kirch, A., Spengler, S., Blaschke, S., & Mess, F. (2021). What makes a physical education teacher? Personal characteristics for physical education development. *British Journal of Educational Psychology*, *91*(4), 1249-1274. http://dx.doi.org/10.1111/bjep.12415

Shakeshaft, C. (1989). The gender gap in research in educational administration. *Educational Administration Quarterly, 25*(4), 324-337. https://doi.org/10.1177/0013161X89025004002

Shakeshaft, C., Nowell, I., & Perry, A. (1991). Gender and supervision. *Theory into Practice, 30*(2), 134-139. https://doi.org/10.1080/00405849109543491

Sherrill, J. A. (1999). Preparing teachers for leadership roles in the 21st century. *Theory Into Practice, 38*(1), 56-61. https://doi.org/10.1080/00405849909543831

Silva, A. J. D., Iaochite, R. T., & Azzi, R. G. (2010). Physical Education student teacher's self-efficacy beliefs. *Motriz: Revista de Educação Física, 16*, 942-949. https://doi.org/10.5016/1980-6574.2010v16n4p942

Tankı, A. (2016). *İlkokul Öğretmenlerinin Denetmenlere Yönelik Yeterlik Algıları ve Tutumlarının İncelenmesi* [Master's thesis, Eastern Mediterranean University-Doğu Akdeniz Üniversitesi]. Kuzey Kıbrıs Türk Cumhuriyeti.

Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research, 68*(2), 202-248. https://doi.org/10.3102/00346543068002

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*(7), 783-805. https://doi.org/10.1016/S0742-051X(01)00036-1

Turan, M. B., Pepe, O., & Bahadir, Z. (2015). Investigating self-efficacy levels of physical education and sports teachers in terms of some variables. *Science, Movement and Health, 15*(2), 158-163.

Uslu, S. (2021). *Öğretmenlerin denetime ilişkin tutumları* [Tezsiz yüksek lisans projesi, Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü]. Denizli.

Usta, M. E., & Özyurt, D. (2021). Yönetici ve öğretmen görüşlerine göre okul denetiminde yaşanan sorunlar ve çözüm önerileri. *Mustafa Kemal Üniversitesi Eğitim Fakültesi Dergisi, 5*(7), 35-61.

Ünver, D. (2016). *Beden eğitimi ve spor yüksekokulunda öğrenim gören öğrencilerin genel öz yeterlik inançları ile müzik dans ve oyun derslerine ilişkin motivasyonlarının incelenmesi* [Master's thesis, Sağlık Bilimleri Enstitüsü].

Valli, L., & Buese, D. (2007). The changing roles of teachers in an era of high-stakes accountability. *American Educational Research Journal, 44*(3), 519-558. https://www.jstor.org/stable/30069427

Wood, T. D. (2012). Teacher perceptions of gender-based differences among elementary school teachers. *International Electronic Journal of Elementary Education, 4*(2), 317-345. https://www.iejee.com/index.php/IEJEE/article/view/202

Xiong, Y., Sun, X. Y., Liu, X. Q., Wang, P., & Zheng, B. (2020). The influence of self-efficacy and work input on physical education teachers' creative teaching. *Frontiers in Psychology, 10*, 2856. https://doi.org/10.3389/fpsyg.2019.02856

Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational Research, 86*(4), 981-1015. https://doi.org/10.3102/0034654315626