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## BEDEN EĞİTİMİ VE SPOR ÖĞRETMENİ ADAYLARININ GENEL ÖĞRETMENLİK DAVRANIŞI YETERLİK ALGILARININ BELİRLENMESİ

### ÖZET

Bu araştırmada, beden eğitimi ve spor öğretmeni adaylarının genel öğretmenlik davranışlarına yönelik yeterlik algıları, farklı değişkenler açısından incelenmiştir. Çalışma ilişkisel tarama modelinde olup, araştırmanın evrenini Ankara Üniversitesi Spor Bilimleri Fakültesi, Atatürk, Gazi ve Sakarya Üniversitesi Beden Eğitimi ve Spor Yüksekokullarında Beden Eğitimi ve Spor Öğretmenliği Bölümü 4. sınıfta öğrenim gören öğrenciler oluşturmaktadır. Araştırmanın örneklemini ise amaçlı örnekleme yöntemiyle seçilmiş 259 öğretmen adayı oluşturmaktadır. Araştırmada, veri toplama aracı olarak, Erişen ve Çeliköz (2003) tarafından geliştirilen 5 boyut ve 43 maddeden oluşan Öğretmen Adayı Yeterlik Algısı Ölçeği kullanılmıştır. Araştırmada kullanılan ölçeğin 5 boyuta yönelik toplam varyansı açıklama oranı .62 ve Cronbach Alfa Güvenirlilik Katsayısı .97'dir. Öğretmen adaylarının kendilerini yeterli görme dereceleri belirlenirken betimsel istatistik yöntemler kullanılmıştır. Verilerin homojen dağılım gösterip göstermediğine Levene testi ile bakılmıştır. Öğrenim görülen üniversite, mezun olunan lise, öğrenim görülen bölümü seçme nedeni ve meslek bilgisi dersini önemli görüp görmeme ile yeterlik algıları arasında anlamlı bir ilişki bulunup bulunmadığını belirlemek için One Way ANOVA kullanılmıştır. Araştırmada hata payı 0.05 olarak kabul edilmiştir. Öğretmen adaylarının genel öğretmenlik davranışları açısından kendilerini yeterli görme algılarında, "Öğretim amacıyla ilgililerle işbirliği" boyutunun ilk sırada yer aldığı ve bunu sırasıyla "öğretilecek alan", "mesleki gelişim", "öğretimi tasarlama", "öğrenci başarısı" boyutlarının geldiği görülmektedir.

**Anahtar sözcükler:** beden eğitimi öğretmeni, öğretmen yeterliği, algı.

## DETERMINING PHYSICAL EDUCATION TEACHER CANDIDATES' PERCEPTION OF COMPETENCIES ON GENERAL TEACHING BEHAVIOUR

### ABSTRACT

In this research, the perception of competencies in terms of general teaching behaviors of the physical education teacher candidates has been evaluated with regard to different variables. This research has been conducted through relational screening model and the 4th year students studying at the Department of Physical Education at Atatürk, Gazi and Sakarya Universities and Ankara University Sports Sciences Faculty constitutes the basis of this research. 259 candidate teachers who have been selected through purposeful sampling method constitute the sample for this research. "The Scale of Candidate Teachers' Perception of Competency" comprised of 43 articles and 5 dimensions, which was developed by Erişen and Çeliköz (2003), was used as the data collection tool in this research. The total variance statement ratio of the scale used in this research in terms of 5 dimensions is .62 and its Cronbach Alfa Reliability Coefficient is .97. The descriptive statics methods have been used for the teachers to determine their competency levels. Levene test was used in order to determine whether the data are homogeneously distributed or not. One Way ANOVA was used in order to designate whether there is a significant relation between the perceptions of competencies and the current university, former high school, the reasons for choosing the field of study and acknowledgement of professional knowledge courses as important or not. The error margin of this research has been regarded as 0.05. It is observed that the dimension of "cooperation with those concerned for the purpose of education" takes place on top between the perceptions of candidate teachers in terms of competencies regarding tutorage behaviors and the dimensions of "the field to be taught", "professional development", and "designation of education", "student success" respectively.

**Keywords:** physical education teacher, teacher competency, perception.

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## INTRODUCTION

A strong education and learning is a product of various factors. Those are generally closely linked to qualifications of the education and successful instruction in the classes. Those factors include the resume, competencies and studies of the teacher before and during the service and the interaction between the students and the teacher, time of the education and effective use of the materials (Hussain et al., 2011). Teacher is one of the most important elements of the social system along with the school as taking the responsibility to educate the individuals and has a key importance for all of these factors, (Ünal and Ada, 2001). Although teaching is an old field of occupation, it has been regarded as a profession in societies upon the consideration of education as a scientific discipline. At this point, it is essential for individuals to possess special knowledge and skills for teaching (Erden, 1998). As per the foregoing reasons, it can be said that the success of the education system mainly depends on the qualifications of the teachers that operate the system.

There have been plenty of researches conducted all over the world in order to educate the teachers that play a significant role to achieve the qualified manpower that communities require. The researches that have been made on this area mainly focus on the teachers' perception of their own competencies. All studies more or less tried to emphasize that the teachers are the main elements of the educational system and the success of the educational system is closely linked with the qualifications that teachers possess (Erişen and Çeliköz, 2003).

According to Özdemir (2008), personal judgements, belief in self-competencies and perceptions regarding the skills and abilities of teacher candidates about themselves have a significant role for

overcoming the problems faced during the education process and performing an effective education. In this point, it is observed that the teachers that have achieved satisfaction on the competencies are tending to show strong planning, organization and effort (Milner and Woolfolk, 2003). In other words, the teachers' perception of competencies is strong in the events where they can find a convenient work environment and take responsibilities and duties, participate in the process of decision making on the topics that they are interested in and have knowledge thereof, find an opportunity to resolve their own problems or their students' problems cumulatively, put their leadership skills forward (Kurt, 2012).

People may have higher or lower beliefs of their competencies than their usual level of competencies (Bandura 1995). While lower perception of persons of their competencies limits the optimization of their skills, higher perception of their skills has a positive effect on their performances most of the time (Tschannen-Moran et al., 1998). Teacher competency has been defined as the belief of the teachers on their skills in planning and presentation of them in order to achieve the results they desire (Aktaş and Walter, 2005).

The main purpose of the physical education and sports class which is obligatory in Turkey during primary and secondary school is to achieve the physical, spiritual and intellectual development of the individuals through games and sports activities in accordance with the principles of National Education (İlhan, 2004). However, sports is defined as an activity which is concretized in various sports branches through specializing the physical education operations and requires physical, psychological, esthetical, technical qualifications when

performed in advanced level, surrounded by rigid rules and based upon competition (Açak, 1997).

Physical education classes are carried out in educational institutions by physical education teachers. Development of the individuals physically and intellectually as a whole and designation of the education pursuant to the environmental conditions and personal qualifications of the student are the main objectives of the physical education teachers (Demirhan, 2003). A teacher, who constantly interacts with students inside or outside the school, carries out and manages the educational process, evaluates both education and learning of the student, organizes sports activities within the school or outside the school and has significant responsibilities such as interacting with school administration, parents of the students and its environment due to its profession, without any doubt has a significant importance (Ünlü, 2008). In other words, a teacher can affect the education process and change the student behaviors in proportion to the competencies he or she possesses (Gökçe, 2003). However, it is observed that the teachers that have lower belief of competency are lecturing teacher focused classes and carry out their classes through reading the textbooks (Ünlü et al., 2008). The teachers that have lower belief of competency better prefer the traditional teacher focused approaches which are based on narrating and reading (Schrifer ve Czerniak, 1999).

Generally, teachers are required to be individuals that possess sufficient knowledge and skills, to be sophisticated, to develop themselves and to be equipped with professional knowledge of instruction. In order for teachers who constitute a building block for educating qualified human force, to successfully perform these challenging duties, they

have to be well prepared for their job that they will perform through education with an understanding of high quality education during pre-service training period (Erişen and Çeliköz, 2003). Successful programs for educating the teachers should raise the belief of teachers in themselves (Lin and Gorrell, 1998). From this point of view, the institutions that educate physical education teachers should prepare them considering the mentioned expectations and taking the future into account, within the scope of modern educational understanding.

There have been many researchers conducted for the purpose of determination of perceptions of the teachers and candidate teachers' competencies regarding a specific area. Scale development, (Aypay, 2010; Bozdoğan & Öztürk, 2008; Camadan, 2012; Cerit, 2010; Çapri & Kan, 2006; Hacifazlıoğlu, Karadeniz & Dalgıç, 2011; Kılınç, 2011), professional efficacy (Çapri & Çelikkaleli, 2008), self-efficacy belief of teachers (Ekici, 2006), relationship of self-efficacy with various variables (Ağgöl & Yalçın, 2011; Gürlen, 2011; Kafkas, Açak, Çoban & Karademir, 2010; Saracaloğlu & Aydoğdu, 2012; Yavuz & Memiş, 2010; Yenice, 2012; Yücel & Yalçın, 2009), belief of competency and self-efficacy on various classes notably computer, mathematics, physics, chemistry and biology classes (Akkoyunlu & Orhan, 2003; Gerçek, Yılmaz, Köseoğlu & Soran, 2006; Harurluoğlu & Kaya, 2009; Karadeniz, 2011; Kiremit, 2006; Maskan, 2010; Orhan, 2005; Tekinarslan, 2011) are noticed as the main researches that have been carried out about teachers and teacher candidates in Turkey regarding teacher competencies. Researchers such as: (Tschannen–Moran & Woolfolk - Hoy, 2001), (Ashton & Webb, 1986), (Gibson & Dembo, 1984; Riggs & Enochs, 1990) had studies regarding

teacher competencies notably focused on scale development.

In physical education branch, which is the subject of our study, it is observed that there have been studies regarding the physical education teachers' perception of competencies (Mirzeoğlu et al., 2007; Varol, 2007; Öksüzoğlu, 2009) and attitudes regarding the profession of tutorage (Abbasoğlu, 2011; Kaya, 2004; Pehlivan, 2010; Saracaloğlu, 1992; Yalız, 2010).

The main idea during the planning of this research was that teachers with improved self-respect, positive perception of teaching competencies and necessary knowledge and skills will make the educational process effective through applying student focused methods. Thus, the contributions of teachers such as positively affecting the attitude and success of the students, making the management of class easier through putting its leadership qualifications forward and positively affecting the students' perceptions of future are considered crucial.

As a result of the research, the designation of the contributions of the institutions that educate physical education teachers in terms of enhancement of their competency perceptions and the availability of the results for generalization has been considered. Therefore, in this research, it is aimed to designate the candidate physical education teachers' perception of competency in terms of general teaching behaviors and evaluation of those with regard to different variables. Based upon this general objective, it has been tried to be answered whether perception of competency in terms of general teaching behaviors differs due to:

- a. Gender,
- b. Former high school,
- c. Current university,

- d. Reason for preferring the current program,
- e. Perception of the level of importance of the classes regarding professional teaching knowledge.

f.

The fact that the candidate physical education teachers' self-perception in terms of general tutorage behavior and the level of this perception can be designated makes this research important. Moreover, this research is also important due to its contribution to the literature of this field.

## **MATERIAL AND METHOD**

Relational screening model that is carried upon wide groups which is the most commonly used one amongst the descriptive research models and where the opinions and attitudes of the individuals in the group regarding a fact or event are taken and the facts and events are tried to be described with regards to its conditions or as they are have been used in this research (Karasar, 1991).

### **Population and Sample**

Total field under survey comprised of candidate teachers that are 4<sup>th</sup> year students Ankara University Sports Sciences Faculty Physical Education Department and Graduate Schools of Physical Education and Sports of Atatürk, Gazi and Sakarya Universities in 2014-2015 academic year. Thus, through using purposeful sampling method (Sencer, 1989), 51 students out of 56 in Ankara University, 43 students out of 43 in Atatürk University, 105 students out of 126 in Gazi University and 60 students out of 66 in Sakarya University that are all 4<sup>th</sup> year students participated in the study. Accordingly, total field under survey was established with 259 students personal information of the students that participated in this research is given in Table 1 below.

**Table 1. Personal Information About the Student Participants in the Research**

Personal Information	Sub Groups	Frequency (f)	Percentage (%)
Gender	Female	108	41,7
	Men	151	58,3
	Total	259	100,0
University of Education	Ankara University	51	19,7
	Atatürk University	43	16,6
	Gazi University	105	40,5
	Sakarya University	60	23,2
	Total	259	100,0
High School	Public High School	157	60,6
	Private High School/	38	14,7
	Vocational High School	13	5,0
	Sports High School	51	19,7
	Total	259	100,0
	Licensed sports man	43	16,6
Reason for preferring the tutorage profession	Desire to work in the field of	114	44,0
	Unsuccessful to achieve another branch	81	31,3
	Motivations of other	21	8,1
	Total	259	100,0
Perception of the level of importance of professional knowledge classes	Very High	15	5,8
	High	18	6,9
	Medium	46	17,8
	Little	97	37,5
	None	83	32,0
	Total	259	100,0

### Data Collection Tool

Data of the research has been collected via "Personal Information Form" (gender, age, university of education, former high school, reason for preferring the profession, perception of the level of importance of professional tutorage knowledge classes) and "The Scale for Candidate Teachers' Perception of Teaching Competency". The Scale for Candidate Teacher Perception of Competency that has been developed by Erişen and Çeliköz (2003) comprised of 5 dimensions and 43 items.

The scale have assessed the; general tutorage behavior of candidate teachers; (1) field of education, (2) designation, planning, implementation and

management of the education, (3) assessment and measurement of student success, (4) cooperation with those concerned regarding education and (5) evaluation of the dimensions of the profession. Factor load values indicated in the scale ranges between .37 and .78. The total variance statement ratio of the scale used in this research in terms of 5 dimensions is .62. The Cronbach Alfa Reliability Coefficient of the scale is .97. After the reliability analysis that have been made, it is detected that the scale is highly reliable.

5 point Likert Scale was used as the data collection tool. The articles on the scale are graded as "strongly disagree" 1.00-1.80, "disagree" 1.81-2.60, "undecided"

2.61-3.40, “agree” 3.41-4.20 and “strongly agree” 4.21-5.00. Point of the attitude scale is calculated by submitting all of the data of 15 negative articles upon reversing them and averaging out of articles. Accordingly, attitude scale point that ranges between 1-5 being close to 5 refers to positive attitude towards the teaching profession while attitude scale point that is close to 1 refers to negative attitude.

### Analysis of the Data

Descriptive statistical methods were used while determining the levels of candidate teachers’ perception of competency in terms of general teaching behaviors. Levene test was used in order to determine whether the data are distributed homogenously or not. Data

regarding gender variables were analyzed through the t test of independent groups. Besides, One Way ANOVA was used in order to designate whether there is a significant relation between the perceptions of competency and the current university, former high school, the reasons for choosing the field of study and acknowledgement of professional knowledge lessons as important or not. LSD test was implemented in order to detect the group that causes difference amongst the groups that was detected to be different from One Way ANOVA. The data that did not demonstrate a usual distribution was analyzed through Kruskal Wallis test. SPSS 21.0 statistical package program was used in order to analyze the collected data. The estimated error margin of this research was 0.05.

## RESULTS AND DISCUSSION

Collected date and findings reached upon statistical analysis were assessed through the literature in the field in accordance with each of the independent variables in order to determine the physical education teacher candidates’ self-perception of competency in terms of general teaching behavior.

The highest and the lowest values and standard deviation of arithmetical average of the points obtained from the Scale of Candidate Teachers’ Perception of Competency by the student participants are given in Table 2.

**Table 2. Average and Standard Deviation Rates of the Students’ Scores Regarding the Scale**

	n	$\bar{x}$	Ss
Field of education	2	3,98	,60
Designation of education	2	3,92	,57
Student success	2	3,87	,59
Cooperation with those concerned for the purpose of education	2	3,99	,62
Professional Development	2	3,98	,63
Total point	2	4,03	,53

It is understood from the Table 2 that, “Cooperation with those concerned for the purpose of education” ( $=3,99\pm,62$ ) factor comes first with regards to the candidate teachers’ self-perception of competency “Field of  $\bar{x}=3,98\pm,60$ ), “Professional Development” ( $\bar{x}=3,98\pm,63$ ), “Designation of education” ( $\bar{x}$

$=3,92\pm,57$ ), “Student success” ( $=3,87\pm,59$ ) factors follow it respectively.

Besides, it is detected that the physical education and sports teacher candidates’ self-perception of competency in terms of general teaching behavior are graded as

“considerably” within all scale dimensions in accordance with the Table 2. This finding is similar to many studies in the field (Tschannen-Moran and Woolfolk Hoy, 2002; Varol, 2007; Gençtürk, 2008; Oğuz & Topkaya, 2008; Ünlü, 2008; Türk, 2009; Yılmaz et al., 2010) that have been made on physical education teachers and physical education teacher candidates. Ryan and Dzewaltowski (2002) state that physical activities boosts the self-confidence of the students. Teacher candidate’s perception of teaching competencies as adequate in this level might be regarded as a significant

situation with regards to their readiness before service. Also, high level teacher candidates’ perception of competency can be explained through the candidates’ sportive background and professional knowledge obtained through their educational background, skills and high self-confidence as they raise the perception of competency.

Findings regarding the teacher candidates’ self-perception in terms of general teaching behavior as per their gender are given in Table 3 below.

**Table 3. T Test Findings Regarding the Candidate Teachers’ Self-Perception of Competency in Terms of General Teaching Behavior as Per Their Gender**

Dimension	Homogeneity		Gender	$\bar{x}$	Sd	t	P*
	LS	P					
Education field	,001	,980	Female	4,0815	,60838	2,117	,035*
			Male	3,9219	,59103		
Designation of the Education	,108	,743	Female	3,9986	,57358	1,754	,081
			Male	3,8719	,57340		
Student Success	1,307	,254	Female	3,9514	,61281	1,767	,078
			Male	3,8187	,58322		
Cooperation for the purpose of education	2,028	,156	Female	4,0671	,65976	1,681	,094
			Male	3,9354	,59334		
Professional Development	,006	,939	Female	4,0324	,63779	1,037	,301
			Male	3,9492	,63567		
<b>Total point</b>	<b>176</b>	<b>,675</b>	Male	3,9757	,52775	1,944	053

P < 0.05 N<sub>Female</sub>=108 N<sub>Male</sub>=151 N<sub>Total</sub>=259

According to the findings in Table 3 above, the t-test findings regarding the teacher candidates’ self-perception in terms of general teaching behavior as per their gender, a significant difference has been detected in the dimension of “education field”(p<0.05).Female students consider themselves more competent than male students.

A significant difference was found in “education field” through the t test findings regarding the teacher candidates’ self-perception in terms of general teaching behavior as per their gender in contrast to the researches

within body of literature (Morgil et al., 2004; Türk, 2009; Akdağ & Walter, 2005; Özdemir, 2008; Yılmaz et al., 2010; Kafkas et al., 2010; Callea et al., 2008). Female students perceive their selves more competent within the dimension of “education field” than male students.

There are also studies within body of literature that have similar findings with the test findings in this research regarding the teacher candidates’ self-perception related to gender. Erişen & Çeliköz (2003), Saracaloğlu et al., (2009) and Coladarci (1992), Aktağ & Walter (2005), Çapri & Çelikkaleli (2008) also

reached to the conclusion that female students consider themselves more competent in teaching professions than male students. Moreover, Yeşilyurt (2013) stated in one of its researches that, male teacher candidates' perception of self-efficacy is higher than female students in terms of both educational strategies and classroom management. This situation can be associated with active participation of women in social and business life due to the elimination of

discrimination between genders as a result of the socio-economic developments in the society and the equal opportunity of both genders to benefit from educational opportunities

Findings regarding the teacher candidates' self-perception of competency in terms of general teaching behavior with regards to their current university are given in Table 4 below.

**Table 4. One-Way Variance Analysis Findings Regarding the teacher candidates' Self- Perception of Competency in terms of General Tutorage Behavior with Regards to Their Current University**

Dimensions	Homogeneity		Groups (Uni)	$\bar{x}$	Total Sum of the Squares	Sd	Avg.of the Square	f	P*
	LS	P							
Education Field	,677	,567	1	4,078	2,712 90,894 93,605		,904 ,356	2,536	,057
			2	4,167					
			3	3,918					
			4	3,906					
Designation of the Education	,908	,438	1	3,979	1,679 83,853 85,532		,560 ,329	1,702	,167
			2	4,076					
			3	3,872					
			4	3,860					
Student Success	,132	,941	1	3,862	,982 91,330 92,312		,327 ,358	,914	,435
			2	4,007					
			3	3,832					
			4	3,860					
Cooperation with those concerned for the purpose of education	1,505	,214	1	4,049	2,900 97,576 100,476	3 255 258	,967 ,383	2,526	,058
			2	4,191					
			3	3,942					
			4	3,879					
Professional Development	,573	,633	1	3,980	,313 104,259 104,572		,104 ,409	,255	,858
			2	4,038					
			3	3,947					
			4	4,011					
Total point	,603	,614	1	4,066	1,402 72,316 73,717		,467 ,284	1,647	,179
			2	4,176					
			3	3,979					
			4	3,981					

P < 0.05 NAnkara University=51, NAtatürk University=43, NGazi University=105, NSakarya University=60, NTotal=25

Teacher candidates' self-perception of competency rates in terms of general teaching behavior with regards to their current universities are given in Table 4

above.

Even the highest average for the dimension of education field is obtained by the teacher candidates at Atatürk



University ( 4, 16) while the teacher candidates at Sakarya University( 3, 90)had the lowest average, there was no significant difference in the teacher candidates' self-perception levels of competency with the dimensions of education field, designation of the education, student success, cooperation with those concerned for the purpose of education, professional development among the universities.

Studies of Erişen ve Çeliköz (2003) indicating that universities of candidate teachers is not a factor that affects their self-perception of competency supports the findings of this research. Findings regarding the teacher candidates' self-perception of competency in terms of general teaching behavior with regards to their former high school are given in Table 5 below.

**Table 5. One-Way Variance Analysis Findings Regarding the Teacher Candidates' Self-Perception of Competency in terms of General Teaching Behavior with Regards to Their Former High School**

Dimensions	Homogeneity		Groups (Uni)	$\bar{x}$	Total Sum of the Squares	Sd	Avg.of the Square	f	P*
	LS	P							
Education Field	,880	,452	1	3,928	1,594 92,011 93,605		,531 ,361	1,472	,222
			2	4,131					
			3	4,076					
			4	4,043					
Designation of the Education	2,000	,114	1	3,904	,429 85,103 85,532		,143 ,334	,428	,733
			2	3,946					
			3	4,088					
			4	3,928					
Student Success	1,234	,298	1	3,904	,017 92,295 92,312		,006 ,362	,016	,997
			2	3,946					
			3	4,088					
			4	3,928					
Cooperation with those concerned for the purpose of education	1,297	,276	1	4,006	,938 99,538 100,476	3 255 258	,313 ,390	,801	,494
			2	4,072					
			3	3,807					
			4	3,926					
Professional Development	1,052	,370	1	4,000	1,120 103,452 104,572		,373 ,406	,920	,432
			2	3,964					
			3	4,205					
			4	3,892					
Total point	1,450	,229	1	4,019	,197 73,520 73,717		,066 ,288	,228	,877
			2	4,060					
			3	4,130					
			4	4,014					

P< 0.05 NPublic High School=157, Private High School /College=38, NVocational High School=13, NSports High School=51 NTotal=259

There is not a significant difference between the self-perception of competency ( $p>0.05$ ) and the type of the high school that teacher candidates graduated from (Public High School  $n=157$ , Private High School/College  $n=38$ , Vocational High School  $n=13$ ,

Sports High School  $n=51$  Total  $N=259$ ). In accordance with the findings obtained from the research, there is not a significant difference between the self-perception of competency in terms of general teaching and the type of the high

school that teacher candidate graduated.

However, when we consider the body of literature, Kafkas et al.,(2010) we detected findings that are in contrast with research, stating that pursuant to the variable of type of high school that physical education teacher candidate graduated from.

The ones that graduated from vocational high schools had higher perception of competencies than the ones that graduated from other types of

high schools. In accordance with the findings of our study, it can be said that the high school education is not a direct variable that effects the competencies of teacher candidates.

Findings regarding the teacher candidates' self-perception of competency in terms of general teaching behavior with regards to their reason for preferring the current teaching program are given in Table 6 below.

**Table 6. One-Way Variance Analysis Findings Regarding the Teacher Candidates' Self-Perception of Competency in Terms of General Teaching Behavior with Regards to Their Reason for Preferring the Current Teaching**

Dimensions	Homogeneity		Groups (Uni)	$\bar{x}$	Total Sum of the Squares	Sd	Avg. of the Square	f	P*
	LS	P							
Education Field	1,029	,380	1	4,037	,292		,097 ,366	,266	,850
			2	3,957	93,313				
			3	4,014	93,605				
			4	3,952					
Designation of the Education	,149	,930	1	3,922	,665		,222 ,333	,666	,574
			2	3,892	84,867				
			3	3,929	85,532				
			4	4,085					
Student Success	1,340	,262	1	3,976	,967		,322 ,358	,900	,442
			2	3,812	91,345				
			3	3,905	92,312				
			4	3,875					
Cooperation with those concerned for the purpose of education	,594	,619	1	3,994	,874	3 255 258	,291 ,391	,746	,526
			2	3,945	99,602				
			3	4,071	100,476				
			4	3,916					
Professional Development	,177	,912	1	4,031	,427		,142 ,408	,348	,790
			2	3,941	104,145				
			3	4,022	104,572				
			4	3,968					
Total point	,515	,673	1	4,060	,347		,116 ,288	,402	,751
			2	3,989	73,370				
			3	4,055	73,717				
			4	4,088					

P < 0.05 NLicensed sports man =43, NDesire to work in the field of sports =114, NUnsuccessful to achieve another branch =81, NMotivations of other people =2, NTotal=259

As it is understood from the Table 6 above, there is not a significant difference between the self-perception of competency in terms of general teaching behavior ( $p>0.05$ ) and the teacher candidates' reasons for preferring the teaching profession (Licensed sportsman,  $n=43$ , Desire to work in the field of sports,  $n=114$ , Unsuccessful to achieve another branch,  $n=81$ , Motivations from other people,  $n=21$  Total  $N=259$ ).

When we consider the body of literature, the findings of (Erden, 1995, 103) indicating that the attitude of the students with desire to become a teacher towards professional knowledge lessons are significantly high and (Akpınar et al., 2006; 60) indicating that the ones that primarily preferred teaching profession have higher points for attitude towards profession have made us analyze the reasons for preferring the teaching profession in this study as well. However, in accordance with this study, a significant statistical difference

amongst the reasons for preferring the teaching profession and self-perception of competency in terms of general teaching behavior for teacher candidates is not detected. When we consider other studies within the body of literature, the findings of (Ünlü, 2008; Koparan et al., 2010) coincides with the findings of this research. On the other hand, Kafkas et al., (2010), in contrast with this research, detected that physical education teacher candidates that are licensed sportsmen have higher perception of competency than others.

Furthermore, in accordance with some researches in the body of literature, self-perception of teacher candidates also differ in the desire to prefer the branch (Çetinkaya, 2007; Özdemir, 2008; Akkoyunlu & Orhan, 2003).

Findings regarding the teacher candidates' self-perception of competency in terms of general teaching behavior with regards to the importance given to professional knowledge classes by teacher candidates are given in Table 7 below.

**Table 7. One-Way Variance Analysis Findings Regarding the Teacher Candidates' Self-Perception of Competency in Terms of General Teaching Behavior with Regards to the Importance Given to Professional Knowledge Lessons by Teacher Candidates**

Dimensions	Homogeneity		Groups (Uni)	$\bar{x}$	Total Sum of the Squares	Sd	Avg.of the Square	f	P*
	LS	P							
Education Field	1,930	,106	1	3,760	2,881 90,725 93,605		,720 ,357	2,016	,093
			2	3,955					
			3	3,830					
			4	4,018					
			5	4,089					
Designation of the Education	2,198	,070	1	3,773	3,091 82,441 85,532		,773 ,325	2,381	,052
			2	3,936					
			3	3,730					
			4	3,945					
			5	4,032					
Student Success	,922	,452	1	3,691	3,859 88,454 92,312		,965 ,348	2,770	,028
			2	3,993					
			3	3,665					
			4	3,880					
			5	3,989					
Cooperation with those concerned for the purpose of education	3,122	,016	1	3,966	2,299 98,177 100,476		,575 ,387	1,487	,207
			2	3,972					
			3	3,831					
			4	3,974					
			5	4,105					
Professional Development	1,926	,107	1	3,811	5,520 99,052 104,572	4 254 258	1,380 ,390	3,539	,008
			2	4,000					
			3	3,731					
			4	3,989					
			5	4,144					
Total point	1,760	,137	1	3,868	3,495 70,222 73,717		,874 ,276	3,161	,015
			2	4,055					
			3	3,827					
			4	4,044					
			5	4,149					

P < 0.05 N Very Much=15, N Much=18, N Medium=46, N Few=97, N None=83, N Total=259

There is not a significant difference between the self-perception of professional competency ( $p > 0.05$ ) and the importance given to professional knowledge classes by teacher candidates (Very Much  $n=15$ , Much  $n=18$ , Medium  $n=46$ , Few  $n=97$ , None  $n=83$ , Total  $N=259$ ).

In accordance with the Levene Test, it is detected that the data in the dimension of "Cooperation with those concerned for the purpose of education"

does not demonstrate a usual distribution with regards to the importance given to professional knowledge classes.

Kruskall Wallis Test findings of the points regarding the dimension of "Cooperation with those concerned for the purpose of education" with regards to the importance given to professional knowledge classes by teacher candidates are given in Table 7. a below.

**Table 7.a. Kruskal Wallis Test Findings Regarding the Cooperation with Those Concerned for the Purpose of Education with Regards to Importance Given to Professional Knowledge Lessons by Teacher Candidates**

Articles	Mean Rank					$\chi^2$	P
	(1)	(2)	(3)	(4)	(5)		
<i>Cooperation with those concerned for the purpose of education</i>	3,966	3,972	3,831	3,974	4,105	7,336	,119

$P < 0.05$  N<sub>Very Much</sub>=15, N<sub>Much</sub>=18, N<sub>Medium</sub>=46, N<sub>Few</sub>=97, N<sub>None</sub>=83, N<sub>Total</sub>=259

In accordance with the findings of Kruskal Wallis analysis, there is not a significant difference between the opinions of teacher candidates on sub-dimension of "Cooperation with those concerned for the purpose of education" with regards to importance given to professional knowledge classes by teacher candidates ( $p > 0.05$ ).

There is not a significant difference between the teacher candidates' self-

perception of competency in terms of general teaching behavior and the importance given to professional knowledge classes by teacher candidates. Tüfekçi Aslim (2013) indicates that, the attitude points of the teacher candidates that gives importance to professional knowledge classes tend to rise as well; however, there is not a significant difference between those with regards to statistics.

### CONCLUSION AND SUGGESTIONS

It is understood from this study that, the physical education teacher candidates' self-perception of competency in terms of general tutorage behavior are graded as "considerably" within all scale dimensions. In accordance with the findings of this research regarding the teacher candidates' self-perception in terms of general tutorage behavior as per their gender, a significant difference has been detected in the dimension of "education field" ( $p < 0.05$ ). Female students perceive themselves more competent than male students. On the other hand, there is no significant difference with regards to the candidate

teachers' self-perception level of competency and the variables of the universities and the former high schools of the candidate physical education teachers, their reasons for preferring the teaching profession and the importance they have given to professional knowledge lessons. Physical education teacher candidates and teachers' self-perception of competency in terms of general teaching behavior was examined through this research pursuant to the finding of the research, it can be said that, in accordance with the requirements of the individual, self-perception of competency with regards to the dimension of education field, designation of the

education, assessment of the student success, cooperation with those concerned for the purpose of education and professional development should be high for the physical education teachers to achieve the desired changes on student behavior and achieve the development of the students as a whole.

We can say that the perception of competency does not change due to the university and former high school. While the level of competency of the Sports High School graduates are expected to be higher than other high schools since Sports High Schools admit students through special talent tests and educates students for the purpose of preparation to specific fields, it is surprising and puzzling that the level is lower than other high schools and also it is an issue required to be researched.

If we assess the findings of the research with regards to the variable of importance given to professional knowledge lessons; when we consider the findings of our research and limited researches within the body of literature, the attitude regarding the importance given to professional knowledge lessons does not have a significant effect on the teacher candidates' perception of competency. This situation may provoke the idea that teacher candidates are not familiar with those lessons that constitute the basis of their

profession. Effects of professional knowledge lessons on teacher candidates' perception of competency may be analyzed separately based upon the fact that there is also not adequate information with regards to this variable in the body of literature.

In accordance with the findings of the research, studies should be made in order to detect the reason for the difference with regards to perception of competency and gender variable and solutions should be sought through these researches in order to eliminate the difference between the genders thereof.

High levels of perception of competency are important for teacher candidates in order to overcome the problems that might be faced during their professional lives. Therefore, educational programs that might contribute higher perception of competency to teacher candidates should be developed and implemented.

With this research, it is solely aimed to specify the senior physical education teacher candidates' self-perception of competency in terms of general teaching behavior. This research might be repeated through assessing students from all class-levels studying in sports science faculties and teaching branches of physical education and sports colleges with regards to different variables and by making comparisons between the class-levels.

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