European Journal of Educational Research
Volume 6, Issue 3, 313 - 319.
ISSN: 2165-8714
http://www.eu-jer.com/

An Analysis of Self-efficacy Perceptions of Physical Education and Sport Teacher Candidates and Other Teacher Candidates on Teaching Profession

Tugce Ozer
Dumlupinar University, TURKEY

Duygu H. Demirel *
Dumlupinar University, TURKEY

Received: April 20, 2017 ▪ Revised: July 5, 2017 ▪ Accepted: July 7, 2017

Abstract: Aim of this research is to identify the self-efficacy perception levels of teacher candidates studying at department of Physical Education and Sport and other teaching departments towards teaching profession, to present whether these the self-efficacy perceptions differ or not depending on independent variables acquired from the personal information of the candidates. It is important that Physical Education teacher candidates have high levels of self-efficacy perception on teaching profession. A total of 904 teacher candidates 175 of whom are studying at department of Physical Education and Sport participated into the research voluntarily. "The Self-efficacy Perception Scale of Teacher Candidates towards Themselves" is used in the research. It is seen that Physical Education teacher candidates have higher levels of self-efficacy perception than other teacher candidates and that self-efficacy perceptions on teaching profession differ depending on gender variable. Also, it is found out that the correlation coefficient between scores obtained in the scale is meaningful both for Physical Education teacher candidates and other teacher candidates.

Keywords: *Physical education, teacher candidates, teaching profession, self-efficacy, different variables.*

To cite this article: Demirel, D. H. (2017). An analysis of self-efficacy perceptions of physical education and sport teacher candidates and other teacher candidates on teaching profession. *European Journal of Educational Research*, *6*(3), 313-319. doi: 10.12973/eu-jer.6.3.313

Introduction

Technological improvements have given huge contributions to education as with all fields of society, and these contributions have made way for new pursuits. At this point, to give an effective education, teachers should have various skills. In addition to good course knowledge, it is important that teachers know how students learn effectively and should apply this knowledge (Koc, 2015).

To the point of improving students' success, one should consider factors such as students, teachers, curriculums, executives, education experts, education technology, physical and substantial resources (Sisman, 2004). The main goal of this process is to educate individuals who have free, original and scientific thoughts, who question facts, who notice problems and find solutions, who have decision making skills, who produce knowledge and who have high self-confidence, instead of individuals full of rote learning (Yavuz and Coskun, 2008). Teachers direct students to reach these goals, and because of this, we can say that they are the most effectives factor of educational environment. It is stated that the teacher is the one of the most strategic elements of the education system (Bursalioglu, 2002), and that a teacher's qualities affects learning-teaching process (Ugurlu and Polat, 2011). Consequently, reaching educational goals is mostly bounded by a teacher's performance in class (Baloglu, 2001). It is possible that a teacher's occupational abilities affect the learning-teaching process. To have an effective teaching, teachers need to have various skills. In addition to a good course knowledge, it is important that teachers know how students learn effectively and apply these skills in class. However, as Knoblauch and Woolfolk Hoy (2008) stated, to be effective, teachers need more than content and pedagogic knowledge.

An individual's temporary or permanent hypothesis about the world, expectations from other people, values and perspective, feelings and beliefs about what is true, what is wrong and when to run away or when to get closer are the most important factors for becoming successful for teacher candidates (Shashaani, 1993). Individuals' positive attitudes about completing a goal themselves also affects their perception of self-sufficiency positively.

* **Correspondence:**
Duygu H. Demirel, Dumlupinar University, Kutahya, Turkey
Email: duyguharmandar@gmail.com

The concept of self-sufficiency that Bandura stated years ago as an important factor in human motivation (Woolfolk Hoy, Hoy and Davis, 2009) remains an important research subject. Self-sufficiency is defined as humans' performance displaying skills at a given level. Self-sufficiency beliefs determine how people will feel, think, act and motivate themselves (Bandura, 1994). Self-sufficiency is the ability to handle different situations and to have faith in succeeding at a certain task (Senemoglu, 2009).

Researchers have examined how personal and environmental (instructional, social) factors affect self-efficacy and how self –efficacy influences learning, motivation and achievement

Self-Efficacy

The introduction of the psychological construct of self-efficacy is mostly accepted as an considerable contribution to actual educational psychology (Dinther, Dochy and Segers, 2011). During the past two decades or so, self-efficacy has emerged as a highly effective determinant of students' motivation and learning (Zimmerman, 2000).

Self-efficacy as a belief of personal competence acts on human attitude in different ways. Bandura's (1977) hypothesis is that self-efficacy affects the choices people make, their ways of acting, the effort they spend, their determination and resilience. Self-efficacy theory (Bandura, 1977,1986) suggests that efficacy beliefs play a predictive and mediational role in persons thought patterns, behavior, and motivation. Self-efficacy goes beyond just knowing what behavior is proper; rather, it involves organizing cognitive, social, and behavioral subskills and strategies into action.

Self-efficacy is also related to stress (Bandura, 1997; Vrugt, 1997) and depression (Kanfer & Zeiss, 1983; Kavanagh, 1992) that someone experiences when dealing with taxing environmental demands. Definitions of teacher self-efficacy (e.g., Hoover-Dempsey, Bassler, & Brissie, 1987; Hoy & Woolfolk, 1993) have also confounded self-efficacy with outcome expectations and locus of control (Guskey & Passaro, 1994), making it difficult to reach substantitive conclusions in this area. Teacher efficacy has proved to related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment and instructional attitude, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs (Moran & Woolfolk Hoy 2001).

Teachers' sense of efficacy has been related to student outcomes such as achievement (Armor et al., 1976; Ashton & Webb, 1986; Moore & Esselman, 1992; Ross, 1992), In addition, teachers' efficacy beliefs also relate to their behavior in the classroom. Efficacy affects the effort they invest in teaching, the goals they set, and their level of aspiration. Teachers with a strong sense of efficacy tend to exhibit greater levels of planning and organization (Allinder, 1994).

Methodology

The sample of the study composed of 903 students who receive education from Karadeniz Technical University, Dumlupinar University, Cukurova University, Yuzuncu Yil University,Gazi University, Akdeniz University Faculty of Education and Physical Education and Sports College in 2014-2015 Academic Year Fall semester.175 (19.4%) of Teacher Candidates are Physical Education and Sport, the 177 (19.6%) Preschool, 193 (21.3%), Science, 155 (17.1%) social Sciences and 203 (22.5%) Classroom teaching program students (see Table 3.1).

'Self-Efficacy Scale Regarding Teacher Candidate' which was developed by Cakir, Erkus and Kilic (2000) in order to measure professional competence beliefs of teacher candidates was used in this study. At this scale consisting of 30 items, teacher candidates respond each of these statements between (1)'does not suit me at all' and (5) 'completely suitable' in 5 categories. All item-total correlations made are found to be selective. Despite self-worth was found 6 factor larger than 1.0 as a result of Principal Components Factor Analysis, it is observed that the scale tends to be collected in one factor.

Cronbach's alpha internal consistency coefficient of the scale was found as 0.80. Cronbach's alpha internal consistency coefficient that is calculated from the data collected from this study was found as 0.95.

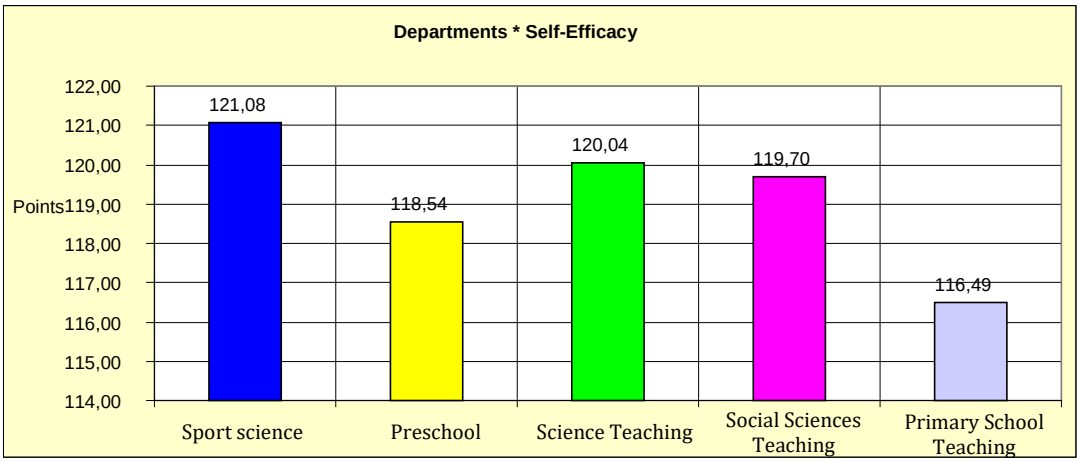
Statistical analysis of the data collected in the study was conducted in SPSS. Primarily normality tests were performed to determine whether there is a normal distribution of data or not. To determine the general characteristics of teacher candidates, cross-tabulations frequency, percentage, arithmetic average standard deviation were used. In the testing of hypotheses non-parametric P = 0.05 significance level Mann-Whitney U test in binary comparison, nonparametric Kruksal-Wallis test in comparisons at three or above were used.

Findings / Results

It was observed that while 56.6% (N = 513) of teacher candidates participated in our study was women, 42.8% (N = 388) were male. It was observed that 12.7% (N = 115) of teacher candidates participated in our study was from Dumlupinar University, 15.8% (N = 143) from KTU, 14.8% (N = 134) from Gazi University, 14.3% (N = 130) from Yuzuncu Yil University, 23.8% (N = 216) from Cukurova University and 18.4% (N = 167) from Akdeniz University. It was observed that 19.4% (N = 176) of the teacher candidates participated in our study was PES, 19.5% (N = 177) was Preschool Teaching, 21.3% (N = 193) was Science Teaching, 17.1 % (N = 155) was Social Teaching, 22.5% (N = 204) was Classroom Teaching departments. It was observed that 4, 6% (N = 42) of the teacher candidates participated in our

study has Very Bad, 47.4 % (N = 429) has Normal, 36.1% (N = 327) has Good and 11.6% (N = 105) has Very Good Welfare Level. It was observed that while 55.8 % (N = 506) of teacher candidates participated in our study play sports 44% (N = 399) were not playing any.

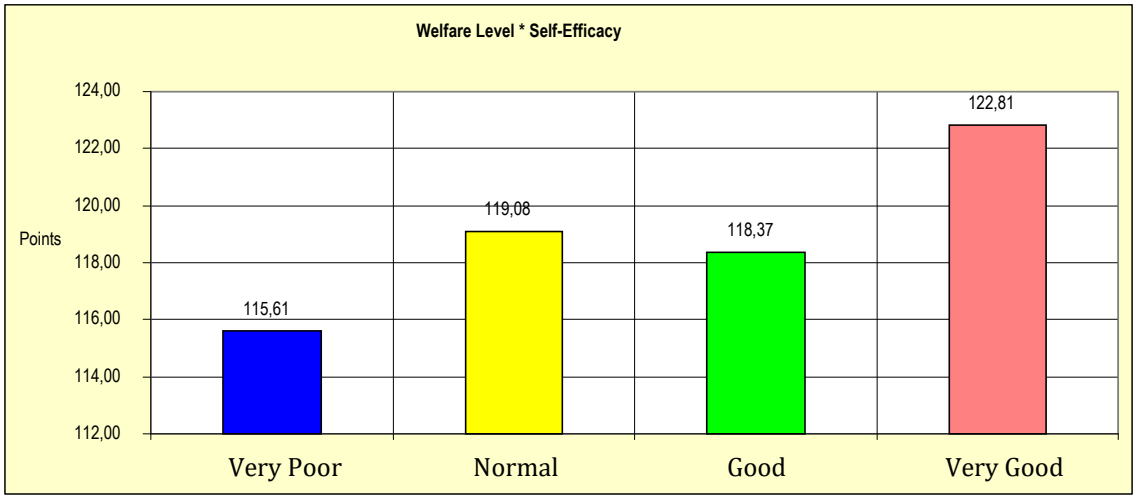
Chart 1.Self-Efficacy Levels of Teacher Candidates According To Departments



Kruskal-Wallis test was applied to determine whether there is a significant difference between the teacher candidates self-efficacy scores by departments at α = 0.05 level of significance. Test results showed that self- efficacy scores differences of the students according to the departments were not significant (X^2_{903} =6.625; P>0.05).

Although self-efficacy scores (121.08 ± 17.6024) of PES students were found higher than Science (120 036 ± 16.4862), Social Teaching (119 703 ± 15.1795), Preschool (118 542 ± 17.2903) and Primary School Teaching (116 493 ± 20.2116) respectively these difference were not found statistically significant.

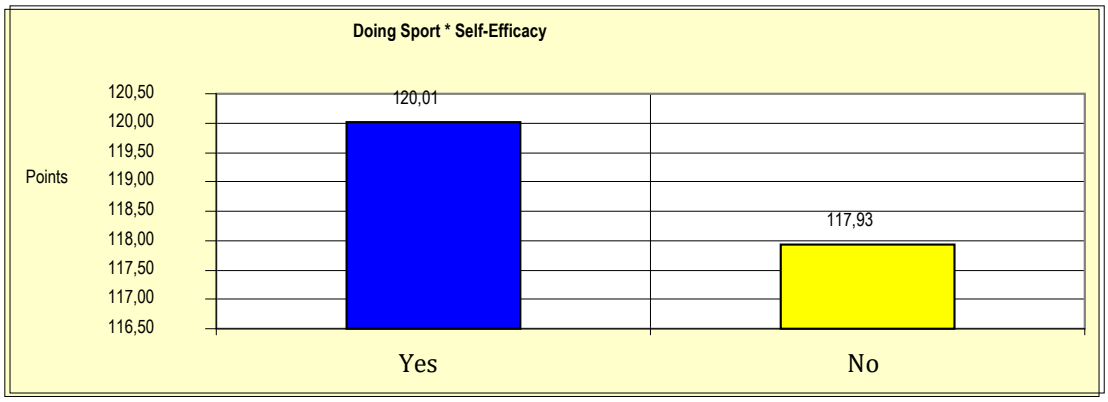
Chart 2. Self-Efficacy Levels of Teacher Candidates According To Welfare Level



Kruskal-Wallis test was applied to determine whether there is a significant difference between the teacher candidates self-efficacy scores by welfare level at α = 0.05 level of significance. Test results showed that self- efficacy scores differences of the students by welfare level were not significant (X^2_{903} =6.625; P>0.05).

Although self-efficacy level (122 808 ± 18.7327) of the student has a very good welfare level was found to be higher than Normal (119 079 ± 16.5238), Good (118 373 ± 18.1186) and with a very poor students (115.61 ± 20.5595) respectively these differences were not statistically significant.

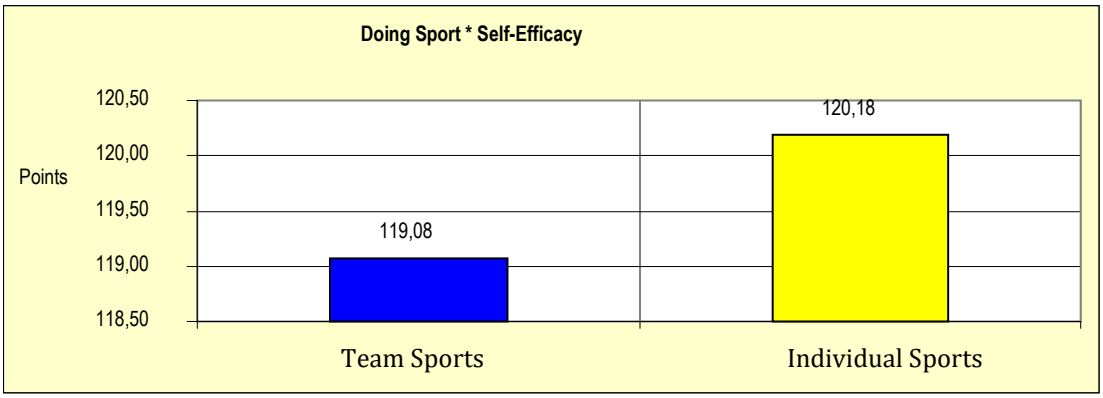
Chart3. Self-Efficacy Levels of Teacher Candidates According to the Sport Status



Mann-Whitney U test was applied to determine whether there is a significant difference between the teacher candidates self-efficacy scores by sport status at $\alpha = 0.05$ level of significance. Test results showed that self-efficacy scores differences of the students by sport status level were significant (**U =92063.5, Z = -2.167, P < 0.05)**.

It was found that self-efficacy score (120 006 ± 18 379) of the teacher candidates playing sports were higher than teacher candidates who are not playing any sports (117.932 ± 16 483).

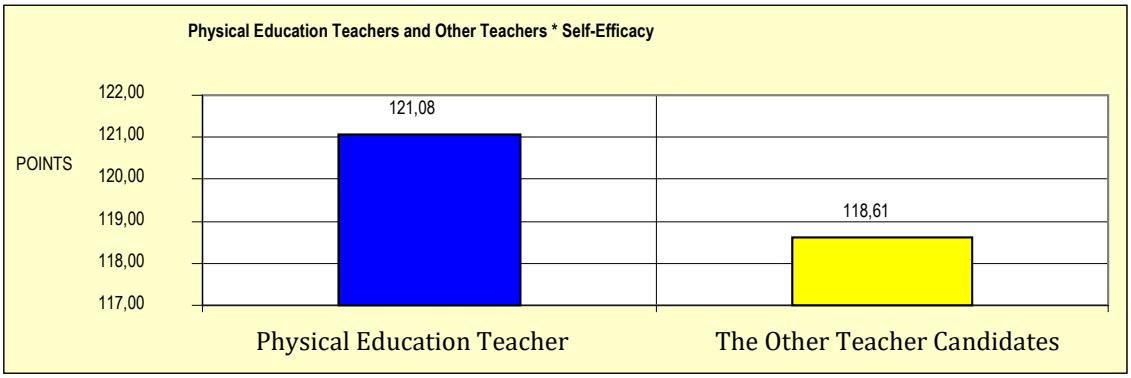
Chart4. Self-Efficacy Levels of Teacher Candidates According to the Type of Sport



Mann-Whitney U test was applied to determine whether there is a significant difference between the teacher candidates self-efficacy scores by type of sport at $\alpha = 0.05$ level of significance. Test results showed that self-efficacy scores differences of the students by sport status level were significant (**U =50518, Z = -0.672, P > 0.05)**.

Although self-efficacy score (120 185± 18.1592) of the teacher candidates playing individual sports was found to be higher than the teacher candidates (119.0.77 ± 18.4201) playing team sports, this difference was not found statistically significant.

Chart 5. Self-Efficacy Levels of Physical Education Teachers and Other Teachers



Mann-Whitney U test was applied to determine whether there is a significant difference between the physical education teacher candidates and other teacher candidates self-efficacy scores at $\alpha = 0.05$ level of significance. Test results showed that self-efficacy scores differences between the physical education teacher candidates and other teacher candidates students were not significant (**U =58189.5, Z = -1.779, P > 0.05)**.

Although self-efficacy score (±121.08 ± 17.6024) of the physical education teacher candidates was found to be higher than the other teacher candidates (118.614 ± 17.5647), this difference was not found statistically significant.

Discussion and Conclusion

Shell, Murphy, and Bruning (1989) measured self-efficacy in terms of perceived capability to perform various reading and writing activities. Also they assessed outcome expectancies regarding the value of these activities in attaining various outcomes in employment, social occupation, education and citizenship. To determine of self-efficacy level of physical education and sports teacher education department and other teaching departments' teacher candidates for the teaching profession, these self-efficacy according to the students' personal information obtained from the differences between left-argument whether the results of this study to determine can be summarized as follows:

In the study, self-efficacy status for the teaching profession by studying teachers in other teaching departments with teachers of physical education and sports teacher section located at the Dumlupinar University, Akdeniz University, Gazi University, Cukurova University, Van 100. Yil University and Karadeniz Teknik University Technical University were investigated.

Teacher self-efficacy scores of universities have emerged to influence factors. Indeed, out of the Karadeniz Teknik University was significantly different from the other candidates studying at university level scores of prospective teachers studying is an indication of this. Likewise Tekerek and Parker (2011) in their study found differences between universities.
In this case, to increase the level of self-efficacy it's predictable to training at universities and improves the education conditions. Karadeniz Teknik University should be developed in a way that exemplifies the educational system in other universities. This improvement helps teachers to be more successful in their profession will thus further contribute to the students. Gender variable affects teachers' self-efficacy scores. Capri and Celikkaleli (2008), Tekerek and Polat (2011), Mutlu Bozkurt (2013) is similar to gender in their work finding points that affect the self-efficacy; Varol (2007), Erden (2007), Tokcu (2010) has obtained the results of gender did not affect the self-efficacy scores.

Teachers' self-efficacy scores also affect of the age variable. Varol (2007) of his similarly gender studies finding that affect self-efficacy scores; Tokcu (2010), Tekerek and Polat (2011) found that age variable doesn't affect self-efficacy scores in their work.
According to the results obtained with this study, levels of teacher candidates score was higher than in the 26-30 group. This increase given the age of the reason may be due to the maturity and self-confidence. In this case, it should be targeted studies aimed at gaining self-confidence and professional maturity to increase self-efficacy scores of teachers belonging to other age groups.

Teacher candidates of physical education, social studies, science, pre-school and primary school teaching department concluded that there was no significant difference between the level of proficiency. Tekerek and Polat (2011) of the results of their work similar to section variables while finding that affect self-efficacy scores, Capri and Celikkaleli (2008) of their work results in the department variable were found that affect self-efficacy scores.

Also results showed us teacher candidates' welfare doesn't affect the results of the proficiency levels but in the same time self-efficacy scores also analyzes prospective teacher candidates have a very good level of prosperity that it showed is high. Even so welfare does not affect self-efficacy scores significantly. It was observed that the status of sport to positively affect self-efficacy scores.

These effects were particularly evident in the teacher candidates deal with individual sports. Many beneficial with sports habit of teaching self-efficacy scores revealed that the influence. In this situation, teacher candidates who want to improve their self-efficacy level should encourage the sport. Physical education and sports, among other department's teacher candidates' self-efficacy scores, there was no significant difference. If this is the case teacher candidates' self-efficacy score of the department relevant to the content to be increased.

Suggestions

1. Providing physical education teacher candidates with opportunities may be effective in enhancing their self-development and sports abilities, and in increasing their self-sufficiency levels.
2. In secondary schools, there should be further information given about physical education and sports teaching, as well as other teaching professions, and teaching should be introduced well. As teaching is not a profession that can be done by anyone easily, students whose personal abilities and mental state are not appropriate should be discouraged from selecting this profession.
3. If a study like this is repeated, the number of teacher candidates participating in this study may be increased.
4. To examine the factors in the self-sufficiency scores of teacher candidates thoroughly, the study should be expanded to more universities and include more diverse samples.

5. Sports' positive effects on self-sufficiency should be used in universities. Training teacher candidates in different sports branches not only increases their level of self-sufficiency, but also transforms candidates into role modelsfor society.

References

Allinder, R. M. (1994). The relationship between efficacy and the instructional practices of special education teachers and consultants. *Teacher Education and Special Education, 17*, 86–95.

Armor, D., Conroy-Oseguera, P., Cox, M., King, N., McDonnell, L., Pascal, A., Pauly, E., & Zellman, G. (1976). Analysis of the school preferred reading programs in selected Los Angeles minority schools, REPORT NO. R-2007- LAUSD. Santa Monica, CA: Rand Corporation (ERIC Document Reproduction Service No. 130 243).

Ashton, P. T., & Webb, R. B. (1986). Making a difference: Teachers' sense of efficacy and student achievement. New York: Longman.

Baloglu, N. (2001*). Etkili sinif yonetimi* [Effective classroom management]. Ankara: Baran Ofset.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84, 191–215.

Bandura, A. (1986). Social foundations of thought and action: A SD. cia1 cognitive themy. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior,* 4, pp. 71-81. New York: Academic Press.

Bandura, A. (1997). Self-efficacy: The exercise of control. New York: Freeman.

Bursalioglu, Z. (2002). Okul yonetiminde yeni yapi ve davranis [New structure and behavior in school management]. Ankara: Pegem A Yayincilik.

Dinther, M.,Dochy, F.& Segers, M. (2011). Factors affecting students' self-efficacy in higher education. *Educational Research Review (*6), 95–108.

Guskey, T.R., & Passaro, P.D. (1994). Teacher efficacy: A study of construct dimensions. *American Educational Research Journal, 31,* 627-643.

Hoover-Dempsey, K.V., Bassler, O.C., & Brissie, J.S. (1987). Parent involvement: Contributions of teacher efficacy, school socioeconomic status, and other school characteristics. *American Educational Research Journal, 24*, 417-435.

Hoy, W.K., & Woolfolk, A.E. (1993). Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal, 93*, 355-372.

Kanfer, R., & Zeiss, A. M. (1983). Depression, interpersonal standard setting, and judgements of self-efficacy. *Journal of Abnormal Psychology*, *92*, 319-329

Kavanagh, D. J. (1992). *Self-efficacy and depression. In Self-efficacy: Thought Control of Action*, R. Schwarzer, (Ed). pp. 177-193. Washington: Hemisphere.

Knoblauch, D. and Woolfolk Hoy A. (2008). "Maybe I can teach those kids." The influence of contextual factors on student teachers' efficacy beliefs. *Teaching and Teacher Education, 24*(1), 166-179.

Koc, C. (2015). Ogretmenlik uygulamasinin sinif ogretmeni adaylarinin oz yeterlik kaynaklarina etkisi [The effect of teaching practice on the self-efficacy resources of classroom teacher candidates]. *International Periodical for the Languages, Literature and History of Turkish, 10*(1), 1037-1060.

Moore, W., & Esselman, M. (1992). *Teacher efficacy, power, school climate and achievement: A desegregating district's experience.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Moran, M. T., Hoy, W.H. (2001). Teacher efficacy: capturing an elusive construct. *Teaching and Teacher Education 17, pp 783–805.*

Ross, J. A. (1992). Teacher efficacy and the effect of coaching on student achievement. *Canadian Journal of Education, 17*(1), 51–65.

Senemoglu, N. (2009). *Gelisim ogrenme ve ogretim* (14. baski) [Development, learning and teaching (14. Press)]. Ankara: Pegem Yayincilik.

Shashaani, L. (1993). Gender-based differences in attitudes toward computers. *Computers & Education, 20*(2), 169–181.

Shell, D. F., Murphy, C. C., & Bruning, R. H. (1989). Self-efficacy and outcome expectancy mechanisms in reading and writing achievement. *Journal of Educational Psychology, 81*, 91–100.

Sisman, M. (2004). Ogretmenlige Giris (7. Baski) [Introduction to Teacher Education (7.Press)]. Ankara: Pegem A Yayincilik.

Ugurlu, C. T. ve Polat, S. (2011). Sinif Ogretmenligi ogrencilerinin ogretmenlik meslegine iliskin tutumlari [Attitudes of primary school teachers to teaching profession]. *Cumhuriyet Universitesi Sosyal Bilimler Dergisi*, *35*(1), 68-74.

Vrugt, A. (1995). Perceived self-efficacy: Theoretisch kader en toepassingen [Perceived self-efficacy: Theoretical framework and applications]. In Mentale belasting in het werk, M. J. Schabracq, J. A. M. Winnubst, J. Perreijn, (Eds.), pp. 219-234. Utrecht: Lemma.

Woolfolk Hoy, A., Hoy, W. K., Davis, H. A. (2009). Teachers' self-efficacy beliefs. Kathryn R. Wentzel & Allan Wigfield (Eds.), Handbook of motivation at school. Newyork: Routledge.

Yavuz, S. ve Coskun, A. S. (2008). Sinif ogretmenligi ogrencilerinin egitimde teknoloji Kullanimina iliskin tutum ve dusunceleri [Attitudes and thoughts on the use of technology in education by classroom teacher students]. *Hacettepe Universitesi Egitim Fakultesi Dergisi*, 34, 274-286.

Zimmerman, B.J. (2000). Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology* 25, 82–91, doi:10.1006/ceps.1999.1016, available online at http://www.idealibrary.com on