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Original article

THE RELATIONSHIP BETWEEN TEACHER SELF-EFFICACY AND SKILL TEACHING COMPETENCE PERCEPTION: A STUDY ON PHYSICAL EDUCATION AND SPORTS TEACHERS

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Abstract

Aim. The aim of this study is to examine the relationship between physical education and sports teachers' self-efficacy and skill teaching competence perceptions.

Methods. The population of the study consisted of 1208 physical education teachers working in public schools affiliated to the Ministry of National Education in Şanlıurfa province. The sample group consisted of 243 volunteers in the population. The volunteers participating in the study were asked to fill in the personal information form, teacher self-efficacy and teacher skill teaching competence perception scales. The data obtained were analyzed using IBM SPSS 22.0 package program in computer environment. The arithmetic mean and standard deviation of the scores which participants took from the scales are presented as X±Sd. Pearson correlation analysis was applied to determine the relationships between variables and simple regression analysis was employed to assess the effect of self-efficacy on teachers' skill teaching competence perceptions.

Result. As a result, it was determined that physical education and sports teachers' self-efficacy and skill teaching competency perceptions were above the average. A moderate positive relationship was found between teacher self-efficacy and skill teaching competence perception and the sub-dimensions of cooperation, communication, creativity and critical thinking of the scale.

Conclusions. This is thought to be due to the professional competence of physical education and sports teachers, who have the necessary theoretical and practical knowledge and skills both with their sports background and in university education, in transferring these knowledge and skills to students.

Keywords: physical education and sports teacher, self-efficacy, skill, perception.

Introduction

Although educational activities include many different factors, they affect the status of these factors. In the 21st century, when education is increasingly based on information and communication in the lives of human communities, it has become an even more important field (Eroğlu & Güven, 2006). Today, it is important for teachers to have the professional and personal qualifications to fulfill their duties in the best way as well as getting a good education for the increase and development of the welfare level of the society (Yetim & Göktaş, 2004). Teachers are at the center of educational activities. Both personal and skill teaching competencies of teachers are very important in terms of performing their professions. According to Bandura (1995), self-efficacy is the belief of the individual in his/her capacity to organize and implement the activities necessary to show a certain performance. As Bandura (1997) stated, it is necessary to develop a measurement tool that can accurately reflect the multidimensional structure of teacher self-efficacy belief. Teachers should have various professional, social and intellectual competencies throughout their teaching activities. It is known that teachers' awareness of themselves, their knowledge and skills is related to their self-efficacy levels. They are aware of the shortcomings of teachers who know what knowledge and skills they have, and teachers' perceptions of skill teaching competence come into play in terms of transferring the existing knowledge and skills and the deficiencies that have been eliminated and completed to the student.

We often use the word skill to describe multiple events. Knapp (1963) defines skill as the ability to achieve the determined goal with minimum time and/or energy. Magill (1989), on the other hand, defines skill as the most specific movement or task performance quality indicator aimed to be achieved.

Educational programs that focus on the constructivist approach are based on raising students with the skills of questioning, researching, critical thinking, problem solving, interacting, being creative, and evaluating (Süral, 2024). It is known that importance is given to practices that will enable students to develop social relationships in cooperation with these skills, manage conflicts that may arise in the most appropriate way, solve problems and preserve the acquired knowledge throughout life. These developments have led to changes in educational practices in many countries and the need to develop linguistic, psychomotor and mental skills instead of behaviors that occur as a result of a stimulating response. As a result, developing student skills in education has come to the fore (Güneş, 2012).

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In the literature review conducted by researchers, studies examining the self-efficacy levels of various teachers (e.g., Ekici, 2006; Kurt, 2012; Eker, 2014) or teacher candidates (e.g., Berkant, 2017; Deniz & Tican, 2017; Şeçkin & Başbay, 2013; Turan et al., 2016; Dalbudak & Acar, 2023) were found. Additionally, studies examining the perceptions of skill teaching competence of various teachers (e.g. Çelik & Çetin, 2020; Varol & Türkmen, 2017; Genç & Yurdakul, 2024) have been found. However, no study has been found examining the self-efficacy and skill teaching competence perceptions of physical education and sports teachers. It is thought that this study presented can fill this gap in the existing literature.

Objective

The aim of this study is to examine the relationship between physical education and sports teachers' self-efficacy and skill teaching competence perceptions.

Methods

Research method

Descriptive and correlational survey method was used in the study. Descriptive survey patterns are a way of research that aims to describe a situation that existed in the past and today. Correlational survey methods, on the other hand, are research methods that aim to measure the presence and/or degree of coexistence between two or more variables (Karasar, 2004).

This presented study was generated from the master's thesis numbered 854966 conducted in the Exercise and Sports Sciences master's program under the roof of Süleyman Demirel University Institute of Health Sciences.

Research group

The population of the study consisted of 1208 physical education and sports teachers working in public schools in Şanlıurfa province. The sample consisted of 243 randomly selected teachers from this group.

Table 1. Descriptive statistics of participants

Variables	Groups	n	%
Age	23-30	102	42,0
	38	104	42.8
	39	37	15.2
Gender	Male	172	70,8
	Female	71	29,2
Professional seniority	1-7	134	55,1
	8-15	70	28,8
	16+	39	16.0
Education Level	Bachelor's degree	213	87.7
	Postgraduate degree	30	12.3
Marital status	Single	102	42,0
	Married	141	58.0
Administrative Duty	Yes	69	28,4
	No	174	71,6
The level you work in	Primary school	13	5,3
	Secondary school	135	55.6
	High school	95	39,1
	Total	**243**	**100.0**

It was observed that 42.0% of the participants were 23-30 years old, 42.8% were 31-38 years old and 15.2% were 39 years old and above according to the age variable; 70.8% of them were male and 29.2% of them were female according to the gender variable; 55.1% of them had 1-7 years, 28.8% of them had 8-15 years and 16.0% of them had 16 years of experience according to the professional seniority variable; 87.7% of them had bachelor's degree and 12.3% of them had postgraduate degree according to education level; 42.0% of them were single, and 58.0% of them were married according to the marital status; 28.4% of them said yes and 71.6% of them said no according to the administrative duty variable; and 5.3% of them worked in primary school, 55.6% of them worked in secondary school and 39.1% of them worked in high school according to level they work in.

Data collection tools

Personal information form and teacher self-efficacy and teachers' skill teaching competence perception scales in the literature were used as data collection tools.

Personal information form

The "Personal Information Form" developed by the researcher was used to collect data on the independent variables of the research. The personal information form consisted of seven questions to determine the "age, gender, professional seniority, education level, marital status, administrative duty and level of work" of the volunteers participating in the research.

Teacher Self-Efficacy scale

The scale was developed by Schmitz and Schwarzer (2000). The scale was reported to consist of 10 questions. The validity and reliability study of the scale under the conditions in Turkiye was carried out by Yılmaz et al. (2004). In the validity and reliability analyzes, it was reported that the total correlation values of the two items were quite low and these items should be removed from the scale. As a result of these procedures, the scale was deemed appropriate as 8 items under the conditions of Turkey. The scale is in 4-point Likert-type scale. The Cronbach alpha internal consistency coefficient of the scale was reported as .79 for the whole scale. It was stated that the scale included 2 sub-factors (coping behavior and innovative behavior). However, in this study, the scale was evaluated based on the total score.

Teachers' Skill Teaching Competence Perceptions scale

The scale was developed by Çelik and Çetin (2020) as a measurement tool with psychometric properties that will enable teachers to determine their perception of skill teaching competence. It was reported that the scale consisted of 32 items with 5-point Likert and five sub-dimensions (cooperation, communication, creativity, problem solving and critical thinking). The Cronbach Alpha reliability coefficient of the scale was reported as 0.950 for the overall scale and its sub-dimensions, 0.917 for the Cooperation sub-dimension, 0.886 for the communication sub-dimension, 0.891 for the creativity sub-dimension, 0.730 for the problem-solving sub-dimension, and 0.816 for the critical thinking sub-dimension, respectively.

Data analysis

Kolmogorov-Smirnov test was applied to examine the normality of the obtained data. Skewness and kurtosis distributions according to the statistical procedures are given in Table 2.

Table 2. Skewness-Kurtosis values of participants' scale scores

Scales	n	Skewness	Kurtosis	p
Teacher Self-Efficacy	243	-.691	.074	.000
Teachers' Skill Teaching Competence Perception	243	-1.283	1.595	.000
Cooperation	243	-1.295	1.351	.000
Communication	243	-1.358	1.785	.000
Creativity	243	-.946	.342	.000
Critical Thinking	243	-.901	.169	.000

When the results of the Kolmogorov-Smirnov test are examined, it is seen that the deviations from the normality of the participants' perception of teacher self-efficacy, teacher skill teaching competence and sub-dimensions are significant. When the normal distribution curves are examined, it is seen that there is no excessive deviation from normality. In the literature, George and Mallery (2016) stated that skewness and kurtosis values are ideally in the range of ±1, while Demir et al. (2016) stated that these values are in the range of ± 2 as a suitable condition for normality. In line with this information, it was assumed appropriate to perform parametric tests for statistical analysis. The data were analyzed using IBM SPSS 22.0 (Statistics for Windows Version) package program in computer environment. Pearson product-moment correlation analysis (r) was applied to reveal the relationship between the scores obtained from the scales.

Results

Table 3. Descriptive statistics of the teacher self-efficacy levels of the participants

Scale	n	Minimum	Maximum	X±SD
Teacher Self-Efficacy	243	13.00	32.00	26.461±3.821

It was determined that the teacher self-efficacy of the participants was 26.461 ± 3.821.

Table 4. Descriptive statistics of the participants' teacher skill teaching competence perception levels

Scale	n	Minimum	Maximum	X±SD
Skill Teaching Competence Perception	243	88.00	160.00	143.617±14.778
Cooperation	243	28.00	50.00	45.342±4.977
Communication	243	23.00	40.00	36.457±3.722
Creativity	243	28.00	55.00	48.638±5.993
Critical Thinking	243	6.00	15.00	13.181±1.929

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It was determined that the total teachers' skill teaching competence perception of the participants was 143.617±14.778. It was determined that the cooperation sub-dimension of the scale was 45.342 ±4.977, the communication sub-dimension was 36.457 ± 3.722, the creativity sub-dimension was 48.638 ±5.993, and the critical thinking sub-dimension was 13,181 ± 1.929.

Table 5. The relationship between teacher self-efficacy and teacher skill teaching competence perceptions of the participants

Scales		**Skill Teaching Competence Perception**	**Cooperation**	**Communication**	**Creativity**	**Critical Thinking**
Teacher Self-Efficacy	**r**	.608	.599	.491	.541	.487
	p	.000	.000	.000	.000	.000
	n	243	243	243	243	243

A moderate positive correlation was found between teacher self-efficacy and skill teaching competence perception of the participants (r= .608, p= .000).

A moderate positive relationship was found with the sub-dimensions of cooperation (r= .599, p= .000), communication (r= .491, p= .000), creativity (r= .541, p= .000) and critical thinking (r= .487, p= .000) of the participants' teacher self-efficacy and skill teaching competence perceptions.

Discussions

It is known that the effect on the life of the students belongs mostly to the teachers after the family. Teachers' self-beliefs and competencies can be effective in delivering the desired performances to students' abilities, preferences and goals.

It was determined that the teacher self-efficacy levels of the participants were above the average. When the literature is examined, Aldan Karademir (2013) found in his study that teacher candidates' teacher self-efficacy levels were above the average. In another study, Ekici (2006) reported that vocational high school teachers had high levels of teacher self-efficacy. In addition to this information, in studies on teacher self-efficacy levels in the literature, it has been stated that teachers with high self-efficacy beliefs are more planned, organized and conscious professionally, more willing to meet the needs of students, more positive in classroom management and more successful in keeping students' success and motivation high (Alinder, 1994; Emmer & Hickmen, 1991; Stein & Wang, 1988). In this study, it is thought that the fact that the teacher self-efficacy levels of physical education teachers are above the average is due to the features gained by the philosophy of physical education and sports in the professional sense.

It was determined that the participants were above the average level in the teacher skill teaching competence perception total and the cooperation, communication, creativity and critical thinking sub-dimensions of the scale. In the literature review conducted by the researcher, no study examining the skill teaching competence perceptions of physical education and sports teachers was found. In this study, it is thought that the above-average skill teaching competence perceptions of physical education and sports teachers are due to the fact that physical education and sports are a practical course.

A moderate positive relationship was found with the cooperation, communication, creativity and critical thinking sub-dimensions of the participants' perception of teacher self-efficacy and skill teaching competence. Teacher self-efficacy belief is one of the factors that affect teachers' performance as well as their success. No matter how knowledgeable a teacher is in his/her field, he/she cannot be expected to be efficient in his/her lessons when he/she lacks self-efficacy belief (Çetin, 2004) because teachers reflect their beliefs to the classroom atmosphere and students as a result of their interactions with students. Teachers with high self-efficacy beliefs increase their perception of their personal teaching performance as successful and develop the expectation of being able to perform better in subsequent teaching processes. In the opposite case, if they see their own teaching performance as unsuccessful, these expectations decrease (Tschannen-Moran & Woolfolk-Hoy, 2007). Teachers are known to play an active role in creating an effective learning climate. Teachers' self-efficacy beliefs can affect not only their situation during educational activities but also their tendency towards my educational process (Çolak et al., 2017; Bandura, 2009). Teachers' self-efficacy belief is the belief in developing students academically and socially. Teachers' beliefs are effective in motivating students. Motivation of students will bring academic success. Teachers' self-efficacy beliefs are effective in transferring their knowledge, skills and abilities to their students under difficult circumstances (Bandura, 2009; Özata, 2007). Teachers' self-efficacy beliefs

increase students' motivation for learning and enable them to create a higher level of self-perception (Midgley et al., 1989). The teacher is expected to perform contemporary tasks such as organizing the learning environment, guiding the student to achieve his/her goals and offering options, being reflective, helping the student in his/her choices, and supporting him/her to discover his/her abilities and realize himself/herself (Sönmezer & Eryaman, 2008). Teachers must have these competencies in order for students to reach the desired level. One of the competencies that the teacher should have is classroom management (Şişman, 1999). In some studies in the literature, it has been found that self-efficacy belief positively affects student achievement and attitude, and is directly related to the teacher's in-class behaviors, openness to new ideas, and positive attitudes towards teaching (Gibson & Dembo, 1984; Tschannen-Moran et al., 1998). Physical education and sports course is an applied course that requires the active participation of students and uses psychomotor skills in a high level although it includes many skills. The lack of self-efficacy perceptions of teachers and the lack of competence perceptions in skill teaching negatively affect educational activities and reduce the quality and efficiency of educational activities. If teachers' self-efficacy belief is high, the teacher becomes aware of his/her own knowledge and skills. The teacher who is aware of his/her own knowledge and skills should believe in himself/herself, believe that he/she can teach his/her knowledge and skills to future generations, and this belief will be effective in the intrinsic motivation of the teacher. Thus, an effective teaching process will begin to transfer existing knowledge and skills to future generations.

Conclusions

As a result, it was observed that the self-efficacy and skill teaching competence perception levels of physical education and sports teachers were above average. A moderate positive relationship was found between physical education and sports teachers' perception of self-efficacy and skill teaching competence and the sub-dimensions of cooperation, communication, creativity and critical thinking of the scale. This is thought to be due to the professional competence of physical education and sports teachers, who have the necessary theoretical and practical knowledge and skills both with their sports background and in university education, in transferring these knowledge and skills to students.

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