

THE RELATIONSHIP BETWEEN GENERAL SELF-EFFICACY AND EFFICACY PERCEPTION FOR SKILL TEACHING: A STUDY ON PHYSICAL EDUCATION AND SPORTS TEACHERS (SAMPLE OF THE MEDITERRANEAN REGION)

A RELAÇÃO ENTRE AUTOEFICÁCIA GERAL E PERCEPÇÃO DA EFICÁCIA PARA O ENSINO DE HABILIDADES: UM ESTUDO SOBRE PROFESSORES DE EDUCAÇÃO FÍSICA E ESPORTES (AMOSTRA DA REGIÃO MEDITERRÂNEA)

LA RELACIÓN ENTRE AUTOEFICACIA GENERAL Y PERCEPCIÓN DE EFICACIA PARA LA ENSEÑANZA DE HABILIDADES: UN ESTUDIO SOBRE EDUCACIÓN FÍSICA Y PROFESORES DEPORTIVOS (MUESTRA DE LA REGIÓN MEDITERRÁNEA)

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ABSTRACT: In the study, it was aimed to examine the relationship between the general self-efficacy levels of physical education and sports teachers and their efficacy perception of skill teaching. The universe of the research consisted of physical education and sports teachers working in the Mediterranean region, and the sample group consisted of 418 physical education and sports teachers. The volunteers were asked to fill in the personal information form, the general self-efficacy scale, and the efficacy perception scale for skill teaching. The data were analyzed in the computer environment. Pearson correlation analysis was applied to reveal the relationship between the scores obtained from the scales. As a result, it was determined that physical education and sports teachers' general self-efficacy and efficacy perception levels for skill teaching were above the average. A moderate positive correlation was found between the self-efficacy and efficacy perceptions for skill teaching of physical education and sports teachers.

KEYWORDS: Physical education and sports. Teacher. General self-efficacy. Skill. Perception.

RESUMO: No estudo, o objetivo foi examinar a relação entre os níveis gerais de autoeficácia de professores de educação física e esportes e sua percepção de eficácia no ensino de habilidades. O universo da pesquisa foi constituído por professores de educação física e esportes atuantes na região do Mediterrâneo, e o grupo amostral foi constituído por 418 professores de educação física e esportes. Os voluntários foram solicitados a preencher o formulário de informações pessoais, a escala geral de autoeficácia e a escala de percepção de eficácia para o ensino de habilidades. Os dados foram analisados em ambiente computacional. A análise de correlação de Pearson foi aplicada para revelar a relação entre os escores obtidos nas escalas. Como resultado, foi determinado que os níveis de autoeficácia geral e percepção de eficácia dos professores de educação física e esportes para o ensino de habilidades estavam acima da média. Uma correlação positiva moderada foi encontrada

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entre as percepções de autoeficácia e eficácia para o ensino de habilidades de professores de educação física e esportes.

PALAVRAS-CHAVE: *Educação física e esportes. Professor. Autoeficácia geral. Habilidade. Percepção.*

RESUMEN: *El estudio tuvo como objetivo examinar la relación entre los niveles de autoeficacia general de los profesores de educación física y deportes y su percepción de eficacia en la enseñanza de habilidades. El universo de la investigación estuvo formado por profesores de educación física y deportes que trabajan en la región mediterránea, y el grupo de muestra estuvo formado por 418 profesores de educación física y deportes. Se solicitó a los voluntarios que cumplimentaran el formulario de información personal, la escala de autoeficacia general y la escala de percepción de eficacia para la enseñanza de habilidades. Los datos se analizaron en el entorno informático. Se aplicó el análisis de correlación de Pearson para revelar la relación entre las puntuaciones obtenidas de las escalas. Como resultado, se determinó que los niveles de autoeficacia general y percepción de eficacia de los profesores de educación física y deportes para la enseñanza de habilidades estaban por encima de la media. Se encontró una correlación positiva moderada entre las percepciones de autoeficacia y eficacia para la enseñanza de habilidades de los profesores de educación física y deportes.*

PALABRAS CLAVE: *Educación física y deporte. Docente. Autoeficacia general. Habilidad. Percepción.*

Introduction

Teachers who will lead the education of future generations should be equipped with sufficient qualifications that play an important role in the processing of knowledge, shaping societies and civilizations in the future, be followed, fulfill their duties and responsibilities (KÖK *et al.*, 2011). Teachers are the most important element of an education system that sheds light on the future. Physical education and sports teachers are educators who guide the students who carry out the implementation of physical education lessons and sports activities in education and training institutions and help their development. Among the duties of the physical education teacher, it is necessary to train individuals as a whole, to give direction, to plan the teaching according to the environmental conditions and the individual characteristics of the students (DEMIRHAN, 2003). The success of physical education and sports teachers depends on fulfilling the competencies brought by their profession, rising individuals who can research, having problem-solving skills, questioning, and being aware of their self-efficacy. Teachers' self-efficacy beliefs are called their beliefs about the behaviors they should show in order to fulfill their education and training functions (YILMAZ *et al.*, 2004).

Self-efficacy is important for both teachers and students because it is known that individuals who have strong and successful self-efficacy beliefs are very willing and put in a lot of effort. In addition, the main objective has been to create a student profile that interacts with the environment that includes constructive understanding which places the student in the center and educational programming, solves problems, research, has the ability to evaluate, think and criticize. Thanks to these skills, students' socialization, managing stress and conflicts in the best way possible, solving problems, being in cooperation, and practices that can sustain what they have learned for a lifetime are included. Along with these developments, educational practices in different countries have changed and linguistic, mental and psychomotor skills have replaced the behaviors in the stimulus response type. These are skill elements that need to be developed. As a result, to improve the skill teaching of students comes to the fore in education (GÜNEŞ, 2012). Skill is called mastery, expertise and competence in terms of hand-finger, eye coordination (BAKIRCIOĞLU, 2016). In the definition made by OGUZKAN (1981) skill is defined as a persons' ability to master a task by exerting physical or mental effort. Skill can be defined as the coordinated display of behaviors involving psychomotor and mental processes in general terms. It is seen that there is no standard definition besides different definitions in the literature. In addition to skill teaching, the importance of teachers in determining their qualifications emerges. It is likely that teachers' being sufficiently equipped about their skill teaching competencies will have positive effects in terms of developing themselves in this direction and using skill teaching methods skillfully in the field of education (ÇELİK; ÇETİN, 2020).

Thus, it will increase the quality of education and enable better generations to be raised. When the literature was examined, it was seen that there are studies examining the self-efficacy belief level (GÖMLEKSİZ; SERHATLIOĞLU, 2013; KAFKAS *et al.*, 2010; İPEK; BAYRAKTAR, 2009; EKER, 2014; LUSZCZYNSKA *et al.*, 2005; MADDUX; KLEIMAN, 2012) and the efficacy perception for skill teaching (AYGÜN *et al.*, 2016; ÇELİK; ÇETİN, 2020) in different sample groups. However, in the literature review, no study was found that examined the general self-efficacy and efficacy perception for skill teaching of physical education and sports teachers together. In the study, it was aimed to examine the relationship between the general self-efficacy levels of physical education and sports teachers and their efficacy perception for skill teaching.

Methodology

Research Model

In the study, the correlational survey method was used in the descriptive survey model, and the correlational survey model is a method that is included in the general survey method (KARASAR, 2012).

Study Group

The universe of the research consisted of physical education and sports teachers working in the Mediterranean region. In the literature ŞENCAN (2005) suggested that the sample should be 5-10 times the number of items in the scale application. Since there are a total of 42 items, 10 in the general self-efficacy scale and 32 in the efficacy perception scale for skill teaching, it was determined that the sample size should be minimum 210 and maximum 420. The sample group consisted of 418 physical education and sports teachers who voluntarily participated in this universe.

Table 1 - Descriptive Statistics of Participants

	Variables	N	%
Gender	Male	350	83.7
	Female	68	16.3
Age	30 and below	78	16.3
	31-40	160	38.3
	41-50	172	41.1
	51 and more	18	4.3
Administrative duty	Yes	170	40.7
	No	248	59.3
Year of work experience	10 years and below	160	38.3
	11-20	160	38.3
	21-30	92	22.0
	31 years and more	6	1.4
Educational level	Bachelor's Degree	368	88
	Postgraduate	50	12.0

Source: Devised by the authors

When Table 1 is examined, it was determined that by gender, 83.7% of the participants are male, 16.3% of them are female; by age groups 16.3% of them are 30 and below, 38.3% of them are 31-40, 41.1% of them are 41-50, 4.3% of them are 51 and more; by administrative duty, 40.7% of them said yes and 59.3% of them said no; by year of work experience, 38.3% of them have 10 years and below, 38.3% of them have 11-20 years, 22% of

them have 21-30 years, 1.4% of them have 31 years and above; by educational level, 88.0% of them have bachelor's degree and 12.0% of them have postgraduate degree.

Data Collection Tools

Volunteers participating in the research were asked to fill in the personal information form prepared by the researcher and the general self-efficacy and efficacy perception scale for skill teaching found in the literature. The data collection process was carried out from the form application section of the search engine platform on the internet.

General self-efficacy scale:

The first scale consisting of 20 items developed by Jerusalem and Schwarzer (1979) was reduced by Jerusalem and Schwarzer (1981) to 10 items with another work. The scale, which has been proven to have high reliability and validity by many researchers, is in the 4-point Likert type (SCHOLZ *et al.*, 2002; SCHWARZER; BORN, 1997). Its Turkish adaptation was made by Aypay (2010). Aypay (2010) reported that Cronbach Alpha reliability coefficient of the scale was 83.

Efficacy Perception Scale for Skill Teaching:

Efficacy perception scale for skill teaching developed by Çelik ve Çetin (2020) consists of 32 items in total and has 5 sub-dimensions. The scale was created in a five-point Likert order with the options "1: Strongly Disagree, 2: Disagree, 3: Partially Agree, 4: Strongly Agree, 5: Totally Agree". The Cronbach Alpha reliability coefficient for the entire scale was reported as 0,950.

Data Analysis

The data obtained in the research were analyzed in the computer environment. Kolmogorov-Smirnov test was used to determine the normality distribution. Kolmogorov-Smirnov test results are presented in Table 2.

Table 2 - Skewness-Kurtosis and Kolmogorov-Smirnov Test Significance Level Results of Participants' Scale Scores

Scales	N	Skewness	Kurtosis	p
General Self-efficacy	418	-.500	-.368	.000
Cooperation	418	-1.593	1.898	.000
Communication	418	1.376	1.488	.000
Creativity	418	-1.284	.957	.000
Problem Solving	418	-1.205	1.664	.000
Critical Thinking	418	1.188	.782	.000
Efficacy Perception for Skill Teaching Total	418	-1.088	.280	.000

Source: Devised by the authors

When Table 2 is examined, it was observed that the scores obtained from the general self-efficacy and Efficacy Perception Scale for Skill Teaching were significantly different from normality when the Kolmogorov-Smirnov Test results were examined. George and Mallery (2010) stated that if the skewness and kurtosis coefficients were between ± 2 , it was acceptable.

In line with this information, it was decided to apply parametric tests. The scores of the participants from the scales were given as arithmetic mean and standard deviation $X \pm Sd$. Pearson correlation analysis was applied to reveal the relationships between the scores obtained from the scales. Statistical significance level was accepted as $p < 0.05$.

Results

Table 3 - Descriptive statistics of the scores of the participants from the general self-efficacy scale

Scale	N	Min.	Max	X \pm SD
General Self-efficacy	418	21.00	40.00	34.187 \pm 4.356

Source: Devised by the authors

It was found that the mean score of the general self-efficacy scale of the volunteers participating in the study was at the level of (34.187 \pm 4.356) (Table 3).

Table 4 - Descriptive statistics of the scores of the participants from the efficacy perception scale for skill teaching

Scale	N	Min.	Max	X \pm SD
Cooperation	418	33.00	50.00	47.172 \pm 3.925
Communication	418	24.00	40.00	37.407 \pm 3.333
Creativity	418	22.00	35.00	32.809 \pm 2.897
Problem Solving	418	5.00	20.00	17.364 \pm 2.925
Critical Thinking	418	6.00	15.00	13.546 \pm 1.874

Efficacy Perception for Skill Teaching Total	418	108.00	160.00	148.297±12.953
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Source: Devised by the authors

It was found that the mean score of the self-efficacy scale for skill teaching of the volunteers participating in the study was at the level of (148.297±12.953). On the other hand, it was figured out that the average of the scores obtained from the sub-headings of skill teaching efficacy perception; cooperation (47.172±3.925), communication (37.407±3.333), creativity (32.809±2.897), problem solving (17.364±2.925) and critical thinking (13.546±1.874) (Table 4).

Table 5 - The relation between participants' perceptions of general self-efficacy and efficacy for skill teaching

		Cooperation	Communication	Creativity	Problem Solving	Critical Thinking	Efficacy Perception for Skill Teaching Total
General Self-efficacy	r	.494 **	.410 **	.431 **	.386 **	.437 **	.502 **
	p	.000	.000	.000	.000	.000	.000
	n	418	418	418	418	418	418

Source: Devised by the authors

In Table 5, a positive relation at moderate level was found between the general self-efficacy levels of the participants and the subheadings in their efficacy perception for skill teaching such as cooperation (r=.494, p<.000), communication (r=.410, p<.000), creativity (r=.431, p<.000), problem solving (r=.386, p=.000), critical thinking (r=.437, p<.000) and efficacy perception for skill teaching in total (r=.502, p<.000).

Discussion and Conclusion

With the rapid development and updating of technology and information in the world in recent years, it is very important to gain the skills of accessing and using information rather than transferring the desired quality information and stored information in education and understanding of training. In shaping the future of high-level societies, educational institutions and teachers that raise young generations in a purposeful and qualified way from their first years (TAŞKAYA, 2012) are the leading ones. For this reason, teachers must have certain skills and competencies to survive in the information society (KUŞ, 2005).

It was determined that the scores of physical education and sports teachers participating in the study that they got from general self-efficacy scale were above the average. In the literature, there are studies reporting that the general self-efficacy of different teacher/candidate groups is at different levels (AKKUŞ, 2013; ATEŞ, 2015; BABAOĞLAN; KORKUT, 2010; GENÇTÜRK, 2008; KESGIN 2006). Self-efficacy is thought to be important in increasing the individual's academic motivation (SCHUNK, 1991), considering its effects on the level and quality of activating the individual (BANDURA, 1993; 1997). In the present study, it was expected that the self-efficacy levels of physical education and sports teachers would be high. It is thought that the level determined outside of the expected varies depending on the demographic characteristics of the physical education teachers participating in the study.

It was determined that the scores of physical education and sports teachers participating in the study from the efficacy perception scale for skill teaching and the total were above the average. In the literature review conducted by the researcher, no study was found that examined the efficacy perceptions for skill teaching of physical education and sports teachers. It has been stated that teachers' knowledge about skills teaching competencies and their development in this context will positively affect their use of skill teaching methods (ÇELİK; ÇETİN, 2020). In the present study, it is expected that physical education and sports teachers' perceptions of skill teaching proficiency are high, but this level is above the average. Although the relevant teachers apply the necessary teaching techniques in physical education classes, it is thought to be due to the difficulties they experience in following the current teaching techniques.

A moderately positive relationship was found between the general self-efficacy levels of the participants and the total of skill teaching efficacy in the sub-headings of cooperation, communication, creativity, problem solving, critical thinking and efficacy perceptions for skill teaching. In the literature review conducted by the researcher, it was found that some studies reported that academic/general self-efficacy's success orientation (KAYIŞ, 2013), academic motivation (ALEMDAĞ *et al.*, 2014; KOCA; DADANDI, 2019), attitude towards sports history course (AKINCI, 2020), academic self-efficacy were related to concepts such as the level of predicting some professional concerns (ARIKAN, 2021), the attitude towards the Turkish Education History course (AKINCI, 2020), the perception of the game and the level of self-efficacy (ARIKAN, 2020). However, no study could be found in which the efficacy perception for skill teaching was related. Belief in teaching self-efficacy is one of the determining factors in both the effectiveness and efficacy of the teacher while fulfilling the

requirements of his profession and in influencing and directing his students, colleagues, and other elements of the society he interacts with as a role model (KONAN; OĞUZ, 2016).

Kesicioğlu and Güven (2014) reported the existence of a positive relationship between pre-service teachers' self-efficacy levels and their problem solving, empathy and communication skills. In addition, Özsoy-Güneş *et al.* (2013) stated in their study that there is a relationship between self-efficacy and critical thinking tendency. As of the century we live in, physical education and sports teaching is a profession that requires being professional and has individual, scientific, socio-cultural, and technological dimensions. The ability and willingness to teach others is an indispensable element of teaching (KOÇAK; PIRPIR, 2012). In the study of Aygün *et al.*, 2016, they stated that the skills necessary for individuals to lead their lives in a more qualified way, to continue, to solve the problems they encounter more easily, to analyze the events experienced in their environment or society from different perspectives, and to be more successful in their professional and social lives, from primary school to higher education they can be gained at all educational levels. Therefore, the teachers are responsible for creating opportunities to individuals to get these skills. From this point of view, it is thought that teachers with high self-efficacy should have these skills and be effective in the learning and teaching process in these skills.

As a result, it was determined that physical education and sports teachers' general self-efficacy and efficacy perception levels for skill teaching were above the average. A moderate positive correlation was found between the self-efficacy and skill teaching efficacy perceptions of physical education and sports teachers. It is thought that this situation arises from the concerns experienced by physical education and sports teachers in using current methods during the transfer of the achievements that they have obtained in the basic lessons related to the teaching of sportive skills in their own education process and in their professional lives.

Recommendations

- On a larger scale, studies can be conducted to examine the relationship between the self-efficacy and efficacy perceptions for skill teaching of physical education and sports teachers.

- Self-efficacy and efficacy perceptions for skill teaching of physical education and sports teachers can be determined descriptively, and these deficiencies can be eliminated with in-service training seminars or courses.

- The self-efficacy and efficacy perceptions for skill teaching of teacher candidates who will practice physical education and sports teaching in the future can be determined and studies can be carried out to increase these perceptions.

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