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A comparison on of self-efficacy perception and social physical anxiety levels of teacher candidates at Physical Education Department

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Abstract

The aim of this research is to define the self efficacy perception levels of the teacher candidates and social physique anxiety to compare the results according to some variables. This research who studied in Mehmet Akif Ersoy, Çukurova, Uludağ and Cumhuriyet University and department of Physical education and sports department and who are on the stage of graduation in 2007 – 2008 School Term took part in.

Teacher Self efficacy scale which was developed by Aydin and his colleagues (2004) in order to define the self efficacy perception of the students and adopted to our country's conditions through a reliability and validity work was applied in the research. The collected data was analyzed by the SPSS '13.0 statistic analysis software. While the Mann House U test was used for observing the difference between two groups, Kruskal Wallis test was used for observing the differences between more than two groups depending on variables.

As a result of this study, teacher candidates significant statistical difference could not be found depending on self efficacy perception levels of students with reference on their sex. But teacher candidates significant statistical difference social physique anxiety perception grades of the students was found high the women with the men ($p < 0.01$). In addition to a medial of negative relation was observed between the teacher candidates self efficacy perception levels and social physique anxiety ($r = -0.204$, $p < 0.05$), a medial level of negative relation was observed between the age and social physique anxiety of teacher candidates.

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Keywords: Self efficacy ; social physique anxiety; teacher candidates.

1. Introduction

Teaching, as one of all the other professions has emerged relatively as a contemporary profession in human history in accordance with the education system in public schools (Çevirmeci, 2007). It has developed during the ages and at present times after having separated into many branches it has various specialties. Today, one of these specialties is Physical Education Teaching (Salman, 2007). According to the studies of Turkish Ministry of National Education within the scope of 'Professional Competence of Teachers' as the additional indicator of the sub-competence, it was required for physical education teachers to be energetic and lively. In order to accomplish this goal it is essential for the teachers to pay particular attention on their self-care and health, and it is expected from

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teachers to know and apply the methods of overcoming the stress. To do so, it is necessary for them to be aware of their physical potential and to have a great sense of self. Among the qualities that physical education teachers need to have, there are also some characteristics as the teachers need to be good-looking and healthy (Pehlivan, 2007).

Social physical anxiety is the anxiety that somebody feels when the others criticize him/her (Hart, 1989). The concept of social physical anxiety is involved in the theory of self- presentation which defines the efforts that one makes in order to have control over his/her behaviours and appearance in front of the others (Martin, 2006).

As it is indicated in many studies; while some people increase the number of their physical exercises in order to overcome the social physical anxiety (Lantz, 1997), some others just do the opposite, because of their excessive social physical anxiety rather they spend more time alone, apart from the others where there is lower possibility for themselves to be criticized by the others because of their appearances (Spink, 1992).

Physical Education teachers, during the lessons, have to have similar outfits with their students and have to show the skills and techniques in person. In other words, they have to get involved in the activity and be successful. Otherwise, it cannot be expected from students to place reliance in and to be respectful for the teacher. That is why the level of social physical anxiety can directly affect the self-efficacy and the professional ability of a physical education teacher.

Technically the concept of 'self-efficacy' is called 'perceived self-efficacy' (Sanemoğlu, 2001). According to Bandura (2001), "self-efficacy" is an important characteristic shaping the actions and it is also the conclusion that people draw about their capacity to be successful after organising some fundamental activities in order to show particular performance.

The sense of self-efficacy has some effects on people's aims that how much effort they will make to reach those aims, how long they can stand the difficulties while they are trying it and their reactions after a failure (Bıkmaz, 2004; Alabay, 2006). 'Self-efficacy' is a perception related to an individual's anticipation of the conclusions of the situations that have been created by their own talents. The positive attitude of a teacher during the lesson can lead the students to anticipate more often and strengthen their belief in success in the activities they have done. In that sense, the perception of self-efficacy in the students' determination of their learning targets and making them come true has strong connections with their individual contributions on learning, their self-assessment during learning process and their performance during the process of their self-regulation. The teacher's role has great importance in establishing these kinds of relationships (Schunk, 2004).

Schmitz and Schwarzer (2000) explained the expectation of self-efficacy as an element protecting teachers against the stress and defined the teachers who have self-efficacy as the ones more motivated and satisfied. For teachers in order to have the essential qualifications of their profession, not only they need to be well-educated, but also they need to have a belief that they can fulfil their duties and responsibilities (Yılmaz, 2004).

Teachers' sense of self-efficacy not only affects their own actions to improve themselves but also has direct influence on their self-directed learning readiness. Accordingly, it can be said that having a successful education term is directly related to the teacher's self-efficacy (Önen, 2005). Considering the teacher's level of self- efficacy, there emerged some differences among the teachers' attitude in some issues like classroom management, using new methods, giving feedback to those who have difficulties in learning and hence forth the success and the motivation of those students are affected negatively (Tschannen-Moran, 2001).

Under the highlights of this information, the main aim of the study is determined as to compare the candidate Physical Education teachers' social physical anxiety with the teachers' sense of self-efficacy in terms of their various aspects.

2. Method

2.1. Study group

The samples of the study are consisted of 149 candidate teachers- 68 female and 81 male final year students who are volunteers coming from Bursa Uludağ University (64), Burdur Mehmet Akif Ersoy University (19), Sivas Cumhuriyet (34) and Adana Çukurova University (32) Departments of Physical Education and Sport.

2.2. Data collection tools

In order to measure their level of social physical anxiety, Social Physical Anxiety Inventory (SPAI) consisting 12 articles, having created by Hart, Leary and Rejeski (1998) was used. The articles in the study have been discussed in the way of five point Likert Scale. The minimum point that can be scored is 12 and the maximum is 60 that if some gets higher SPAI marks, it means that this person has got more concerns about his or her appearance. In the inventory there are some questions that measure the level of the disturbance of one feels during his/ her visual evaluation and observation by the others. In the study of the reliability and validity of the test for Turkish students, test repetition results are for girls 0.88 and for boys 0.76 (for all scales). The consistency coefficient is estimated as 0.81 for girls and 0.77 for boys in single factor structure (Mulazimoglu, 2006).

In order to the determine self-efficacy levels of the candidate teachers, Teacher Self-Efficacy Scale, developed by Aydın and his friends (2004), was adapted. The scale is nine point likert scale, and the evaluation is done accordingly; between 24 and 88 is low, 89 -153 is avarage and and 154-216 is high (Aydın, 2004).

The collected data was analyzed by the SPSS '13.0 statistic analysis software. While the Mann House U test was used for observing the difference between two groups , Kruskal Wallis test was used for observing the differences between more that two groups depending on variables.

3. Results (Findings)

The results of teacher candidates self efficacy perception and social physical anxiety scores according to their gender, graduated school, sports they do and overall academic cummulative average were given above , the tables 1-5

Table1. The comparision of teacher candidates self efficacy perception and social physical anxiety scores by Mann Whitney –U according to gender

	Female (n=68) Mean rank	Male (n=81) Mean rank	U	p
Self efficacy perception	69.1	79.8	2359.000	0.132
Social physical anxiety	86.7	65.1	1957.00	0.002

In Table 1 there is not any significant relation between the comparision of teacher candidates self efficacy perception scores due to their gender whereas there is a statistically meaningful difference cial physical anxiety scores for women than men to be statistically significantly higher than was found (p <0.01).

Table-2. The comparision of teacher candidates self efficacy perception and social physical anxiety scores by Kruskal Wallis test according to theri graduated school

	1) M.A.E (n=19) Mean rank	2) Ç.Ü (n=32) Mean rank	3) U.Ü (n=64) Mean rank	4. C.Ü (n=34) Mean rank	df	p
Self efficacy perception	88.7	62.4	78.2	73	3	.168
Social physical anxiety	76.8	70.1	78	72.7		.858

In Table 2 there is significant difference between the comparision of teacher candidates self efficacy perception and social physical anxiety scores due to their graduated school.

Table-3. The comparision of teacher candidates self efficacy perception and social physical anxiety scores by Mann Whitney –U according to their graduated department

	Team Sports (n=60) Mean rank	İndividuell Sports (n=50) Mean rank	U	p
Self efficacy perception	57.4	53.1	1383.000	.482
Social physical anxiety	55.1	56.1	1474.500	.878

In Table 3 there is not any significant difference between the comparision of teacher candidates self efficacy perception and social physical anxiety scores due to their departments

Table 4. The comparison of teacher candidates self efficacy perception and social physical anxiety scores by Kruskal-Wallis according to academic cummulative

	1.80 and under (n=13)	1.80 -1.99 (n=12)	2 - 2.49 (n=60)	2.50–2.99 (n=45)	3 and over (n=19)	df	p
	Mean rank	Mean rank	Mean rank	Mean rank	Mean rank		
Self efficacy perception	75	69.61	69.9	72.8	99.4		.125
Social physical anxiety	65.4	60.1	73.2	83	77.2	4	.437

In Table 4 there is not any significant difference between the comparison of teacher candidates self efficacy perception and social physical anxiety scores due to their academic cummulatives

Table 5. The relationship between teacher candidates self efficacy perception and social physical anxiety with age

r	Self efficacy perception	Social physical anxiety
Social physical anxiety	r= -.204 p<.05	
Age		r= -.208 p<.05

In Table 5 there is a moderate relationship ($r = -.204 <.05$) between teacher candidates self efficacy perception and social physical anxiety scores, and also a moderate correlation ($r = -.208 <.05$) in different directions between age, and physical and social variables between anxiety score

4. Discussion

There have appeared many studies showing teachers and candidate teachers who had studied different areas of self-efficacy literature varied in their sense of self-efficacy scales. According to Curtis's research (2005); the relationship between the job satisfaction of the teachers that had just started working, the duration of the employment and the sense of self-efficacy had been searched, and as a result, there came out that there is a significant relevance between teacher's self-efficacy and job satisfaction of the teachers at their first year and the five-year experienced teacher. Moreover, another research that was made on classroom teachers in their first year, searched the determiners affecting the teachers' sense of self- efficacy, and came to this conclusion; the quality of teacher preparatory programme, the basic supports given to the teachers and the type of the assignment are remarkable factors affecting level of teacher's self-efficacy. Roth's (2005) study on 48 classroom teachers has searched the effect of the teachers' contributions in the increase of participation in the physical education activities, and was found out that the teachers' belief in their talents and sense of self-efficacy direct the activities. The relationship between the learning styles and the sense of self-efficacy of the 60 university students taking computer based education has been searched by Hammond (2005) and it has inferred that the level of sense of self-efficacy is highly significant in students' in learning.

On the other hand, in our study we could not find an actuarially meaningful difference between the teacher candidates' sense of self-efficacy and the points of social physical anxiety considering their universities. Nevertheless, there has not been found an actuarially meaningful difference between the sexes in terms of points of sense of self-efficacy, but the points of social physical anxiety is considerably higher for women than men ($p < .01$). Women are more interested in 'body image' (Bane, 1998), especially they criticize their bodies more than men do, becoming concerned about their physical appearance and weight, they become less satisfied with their bodies (Loland, 1998).

Furthermore, there has not been found an actuarially meaningful difference between the grade point average of teacher candidates' sense of self-efficacy and social physical anxiety points in the comparison of doing either an individual sport or team sport.

Besides, between teacher candidates' sense of self-efficacy and social physical anxiety points from a different aspect, there has been detected a medium level negative relationship ($r = -.204 <.05$), between age factor and social physical anxiety point from a different aspect, there has been found a medium level negative relationship ($r = -.208 <.05$). These mean that related to the increase of the teachers' belief in their self-efficacy and their becoming older, the level of social physical anxiety decrease. In a study discussing the self-awareness of physical education

teachers, when the points taken from the scale having related to the age factor, there has been detected a negative relationship among the male teachers' subscales like coordination, physical activity, body fat, appearance, endurance and self-confidence and female teachers' subscales like body fat, sport talent, strength and endurance (3).

According to some researches, there is a parallel relationship between the individuals feeling comfortable about their physical appearance and self-confidence and respect (Fox, 200a; Eklund, 1994, Welk, 2005). These individuals feel themselves valuable so, their complaints about health and depression decrease (Sonstroem, 1996; Fox, 2000b).

5. Conclusion and Recommendation

After all these scientific findings and the correspondings, it is recommended to make a research on the following topics;

- Study on the comparison of the sense of self-efficacy and social physical anxiety level of the candidate physical education teachers and physical education teachers according to their class and professional seniority
- Study on the levels of physical education teachers' active participation to the lessons and teachers' sense of self-efficacy and social physical anxiety
- Study on the level of self-efficacy and social physical anxiety in terms of 'work place', school -public, private, primary or secondary schools.
- Study on the comparison of the physical education teachers' level of self-efficacy and social physical anxiety with the other branch teachers.

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