

**BEDEN EĞİTİMİ ÖĞRETMENLERİNİN BİREYSEL DEĞERLERİ İLE
MESLEKİ MOTİVASYON VE MESLEKİ YETERLİLİK DÜZEYLERİ
ARASINDAKİ İLİŞKİLERİN İNCELENMESİ**

**ANALYSIS OF THE RELATIONSHIPS BETWEEN PERSONAL
VALUES OF PHYSICAL EDUCATION TEACHERS AND THEIR
PROFESSIONAL MOTIVATION AND PROFESSIONAL COMPETENCE
LEVELS**

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Beden Eğitimi Öğretmenlerinin Bireysel Değerleri ile Mesleki Motivasyon ve Mesleki Yeterlilik Düzeyleri Arasındaki İlişkilerin İncelenmesi

ÖZ

Bu araştırmanın amacı, beden eğitimi öğretmenlerinin bireysel değerleri ile mesleki motivasyon ve mesleki yeterlilik düzeyleri arasındaki ilişkileri incelemektir. Araştırmada, nicel araştırma desenlerinden tarama (survey) modeli kullanılmıştır. Araştırmanın örneklemini, Trabzon İl Millî Eğitim Müdürlüğü'ne bağlı Ortaokul ve Liselerde görev yapan 82 (%21,9) kadın ve 293 (%78,1) erkek olmak üzere toplam 375 Beden Eğitimi Öğretmeni oluşturmaktadır. Araştırma verilerinin toplanmasında, kişisel bilgi formu, İnce (2003) tarafından geliştirilen "Mesleki Motivasyon Ölçeği", (Ünlü ve diğ., 2008) tarafından geliştirilen "Beden Eğitimi Öğretmeni Yeterlilik Ölçeği" ve Roy (2003) tarafından geliştirilen; Asan, Ekşi, Doğan ve Ekşi, (2008) tarafından Türkçeye uyarlanması yapılan "Bireysel değer ölçeği" kullanılmıştır. Araştırma verilerinin analizinde SPSS 21.00 programı kullanılmıştır. Ayrıca verilerin analizi için Çoklu Regresyon analizi, Pearson momentler çarpımı korelasyon katsayısı tekniğinden yararlanılmıştır. Araştırma sonuçlarına göre, Beden eğitimi öğretmenlerinin mesleki motivasyon ve mesleki yeterliliklerinin bireysel değerlerini anlamlı düzeyde yordadığı belirlenmiştir. Bireysel değer alt boyutları ile mesleki motivasyon ve mesleki yeterlilik alt boyutları arasında pozitif yönde anlamlı bir ilişki olduğu tespit edilmiştir. Bulgular literatür ışığında tartışılmış ve ortaya çıkan sonuçlar doğrultusunda öneriler geliştirilmiştir.

Anahtar Kelimeler: Bireysel Değer, Beden Eğitimi Öğretmen Yeterliliği, Mesleki Motivasyon.

Analysis of the Relationships Between Personal Values of Physical Education Teachers and Their Professional Motivation and Professional Competence Levels

ABSTRACT

The aim of this research is to analyze the relationships between personal values of physical education teachers and their professional motivation and professional competence levels. In the research, the survey model, one of the quantitative research models, was used. The sample of the research consists of 375 Physical Education Teachers in total as 82 (21.9%) are female and 293 (78.1%) are male working in Secondary Schools and High Schools within the body of Trabzon Provincial Directorate of National Education. In the collection of the research data, personal information form, "Professional Motivation Scale" developed by İnce (2003)¹⁸, "Physical Education Teacher Competence Scale" developed by Ünlü et al. (2008)³⁴ and "Personal Value Scale" developed by Roy (2003) and adapted into Turkish by Asan, Ekşi, Doğan and Ekşi (2008)³ were used. SPSS 21.00 program was used in the analysis of the research data. In addition, Multiple Regression analysis and Pearson product-moment correlation coefficient were used for the analysis of the data. According to the results of the research, it was determined that the professional motivation and professional competences of physical education teachers predicted their personal values at a significant level. It was detected that there was a positively significant relationship between the sub-dimensions of personal values and sub-dimensions of professional motivation and professional competences. The findings were discussed in the light of the literature and suggestions were developed in line with the revealed results.

Key Words: Personal Value, Physical Education Teacher Competence, Professional Motivation.

INTRODUCTION

Sport helps to develop and sustain many values such as sacrifice, equity, loyalty, responsibility, hard work, reliability, tolerance and self-discipline. Physical education teacher is the person who transfers these value concepts to the student in a planned way². The values, which have been the research subject of many fields such as sociology, philosophy, anthropology and psychology for many years and have been included among the primary issues of education in the recent years, considerably affect and direct the behaviors and decisions of teachers⁸.

Leading a life in compliance with the society's rules, providing a good example of the relationships with each other, being a charitable individual, behaving honest and respecting the human rights are related to the mental and physical health of a person²⁹. Physical education teacher should have a fair, honest, respectful, warm-hearted, law-abiding and reliable personality as well as believing in human rights and valuing people²⁴.

In this context, values function as a behavior pattern that reflects individuals' preferences, interests, motives, needs, desires, demands, goals and attitudes, a standard that determines the ideal behavior of individuals, helps them to make a choice among the behavior patterns and sets up rules in the individuals' relationships with others, any situation or object that individuals try to gain, apply, glorify or adopt⁷.

Therefore, the behaviors performed for accomplishing the values also bear the motivational elements³⁹. Values reflect the fundamental motivation sources of individuals, shape their attitudes and clarify the intentions behind their behaviors⁸. The behavior pattern of an individual shows the motivation of the desire for the behavior²³. It is known that the teachers with high level of motivation work harder, teach better and increase the quality of the education. The development of the quality of the teacher performance is very important in the improvement of the quality of the education. The motivation of teacher, i.e. the willingness for teaching, is an important variable in terms of enhancing the performance of the teacher³⁸.

Showing high performance and working productively is in parallel with the profession-related satisfaction of an individual. Because the teacher with a high level of motivation is energetic, enthusiastic and willing to try new approaches and take risks. This teacher takes care of the students, is creative and adopts positive attitudes towards the students. If the motivation level is low, the teacher adopts negative attitudes and behaviors, uses traditional teaching techniques, resists change and does not show ultimate attention to his work¹³. In this context, personal values are important elements that facilitate the use of individual skills. They offer opportunities to maximize the potential of the individual. Personal values argue that the opportunities to be used by individuals with an aim to increase their potential should be offered to them⁸.

As teachers organize their own educational environment and activities within the framework of the education system, they need to be knowledgeable for following the requirements of the age, aware of the technological changes and open to new ideas. The motivation of the teachers, who find themselves adequate about the knowledge and skills required by their fields and courses, is high⁹. Bandura (1986)

states that if there is a sufficient level of competence and motivation, the individual behaves more decisive about starting and sustaining a duty²¹. The concept of competence points out the characteristics to have in order to perform a job or duty in an effective way. When the concept is evaluated in terms of the teacher, the knowledge, skills and attitudes, which individuals need to have for fulfilling the duties and responsibilities required by the profession of a teacher, are emphasized³². Competence can be defined as the individuals' making a decision regarding how to think, feel, motive themselves and behave³⁴.

Physical Education aims to ensure and protect that the individual is self-sufficient, shows appropriate behaviors and obtains ideals with a number of special individual activities in line with the determined objectives. Physical education provides us to be mentally more alert, disciplined and conscious. It helps us to be physically stronger and more resistant, to have higher level of productivity, to become more skilled, creative and productive³¹.

A successful teacher is an individual offering service in line with the expectations of the society, giving importance to the development of the individual and comprehending contemporary knowledge. Teachers, who develop the society with the success of the individuals raised by them or inhibit the social development with their weakness and incompetency, are very important for the development of the societies. When teachers are evaluated at the standards that are difficult to accomplish even with the ceaseless effort, they face many unfavorable conditions regarding many issues such as socio-economic opportunities, education technology, salary, education programs, the value given to the profession, management and inspection which are necessary for sustaining their duties successfully. Productivity in education against all these unfavorable conditions is one of the most important problems of today's world. The role of the teachers acting as planners and implementers to solve these unfavorable problems is very important²⁵.

The importance and necessity of the concepts of personal values in guiding behaviors and leading the preferences of individuals, professional motivation in providing a better motivation process including more effective and willing working, and professional competence in performing a duty or job in a productive way and the need to analyze these concepts in terms of the physical education teachers have been strongly felt in almost every phase of the life and have necessitated the handling of these subjects in a vital way with an aim to achieve the objectives of our education system. However, a research collectively evaluating these concepts, which are thought to be interrelated, has not been observed until today. It is thought that this research will contribute to the field by focusing on these concepts together.

MATERIAL AND METHOD

In this study aiming at analyzing the relationships between personal values of physical education teachers and their professional motivation and professional competence levels, correlational survey model, one of the quantitative research designs frequently used within the descriptive research method, was used.

Working Group

The universe of the research consists of the Physical Education Teachers working under the body of Trabzon Provincial Directorate of National Education in the 2015-2016 fall semester. 532 Physical Education teachers in total as 100 female and 432 male working in Trabzon province and its districts participated in our research. 415 of the scales applied to the Physical Education Teachers returned. The scales collected by the researcher were checked and incomplete or incorrect scales were not included in the research. As a result of these analyses, 375 teachers in total as 82 female (21.9%) and 293 male (78.1%) working in Trabzon province and its districts were evaluated in the research. The evaluated sample (375) number constitutes 70.488% (532) of the universe.

The survey method was used in the research as the data collection tool. Before conducting the questionnaires, legal permission regarding the issue was taken from the Trabzon Provincial Directorate of National Education and they were given in closed envelopes to the physical education teachers included in the sample by the researchers. In conducting the questionnaires, a voluntary basis was abided.

Data Collection Tools

In the research, the "Personal Information Form" developed by the researcher; Roy (2003)²⁶, "Personal Values Inventory"; İnce (2003)¹⁸, "Professional Motivation Scale"; "Professional Competence Scale" developed by Ünlü et al. (2008)³³ were conducted on the Physical Education Teachers.

The Personal Values Inventory developed by Roy (2003)²⁶ was adapted into Turkish by Asan, Ekşi, Doğan and Ekşi, (2008)³. In the research, it was aimed to translate the "Personal Values Inventory" developed by Roy (2003)²⁶ into Turkish, to conduct linguistic equivalence analyses, to carry out the scale on the selected sample group following these analyses and perform item total, item remainder, reliability analyses of each item and to determine the factor groups consisting of equivalent items with the factor analysis. For the validity of the scale, it was aimed to analyze the comparative correlation results with the Schwartz Values Scale. The scale consists of five sub-dimensions as "Discipline and Responsibility, Trust and Forgiveness, Honesty and Sharing, Respect and Truth, Sharing and Respect". The scale is a 5 point likert scale and consists of 47 items (1. Never defines me, 2. Rarely defines me, 3. Sometimes defines me, 4. Usually defines me, 5. Always defines me). The Cronbach's alpha value used to calculate the reliability value of each sub-dimension of the scale varies between 60 and 71. The Cronbach's alpha value calculated for this research is between 64 and 73. The numbers of the items of the determined factors are shown in Table 5. As a result of the analysis of the internal consistency coefficients of the Personal Values Inventory Scale, Cronbach's alpha values vary between $\alpha = .71$ (Trust and Forgiveness) and $\alpha = .60$ (Honesty and Sharing). Guttman values vary between $G = .69$ (Respect and Truth and Sharing and Respect) and $G = .61$ (Discipline and Responsibility). On the other hand, the Spearman Brown values vary between $S = .84$ (Trust and Commitment, Respect and Truth, Sharing and Respect) and $S = .83$ (Discipline and Responsibility, Honesty and Sharing). The alpha value for the total of the scale was calculated as $\alpha = .63$; Guttman value as $G = .65$; Spearman Brown value as $S = .84$.

It was developed for calculating the perceptions of the physical education teachers regarding their competences in the teaching process³⁴. The scale consists of 78 items and 6 dimensions including "Personal and Professional Values - Professional Development, Student Recognition, Learning and Teaching Process, Monitoring and Evaluating Learning, Development, School - Family and Social Relations, Program and Content Information". The calculated reliability coefficients for all sub-dimensions of the scale are as follows: Personal and Professional Development 0.88, Student Recognition 0.81, Competence in Learning and Teaching Process 0.93, Monitoring and Evaluating Learning and Development 0.71, School-Family and Social Relations 0.87, Program and Content Information 0.65. It is suggested that the coefficients at a level of 0.65 and above are sufficient in the studies related to reliability¹⁰.

The scale used to determine the motivation levels was developed by İnce (2003). The reliability and validity of the scale were conducted by the same researcher. The scale addresses the employee motivation within the framework of Herzberg's theory. According to this, the motivation elements are evaluated in two main categories as work-related and non-work related motivation factors within the scope of 10 dimensions in total.

Work-Related Motivation Factors

1. The Content of the Work: The employee should enjoy his work, find the opportunity to use his knowledge and skills and have the responsibility for his work
2. Achievement Opportunities: The employee should be offered achievement opportunities in the organization he works for.
3. Advancement Opportunities: The employee should be offered advancement opportunities by the organization he works in
4. Social Status: The employee should be proud to be in the organization and see the organization as a good place to work
5. Recognition: The employee should be praised and recognized for his accomplishments

Non-Work Related Motivation Factors

1. Physical Working Conditions: The employee should be satisfied with the physical features of the work environment; the organization should provide adequate equipment for his employee to perform his duties effectively
2. Relations with Colleagues: The employee should be in harmony with colleagues; he should be satisfied with the relationships with his colleagues
3. Job Security: The employee should have trust in his organization about not to lose his job; the importance given by the organization to protect the health of the employee
4. Salary: The employee should think that he receives recompense for his work and be satisfied with his salary according to the market conditions
5. Manager Behavior: The manager should leave the employee free in his work and take care of the problems of the employee outside the workplace. The reliability of the "Work Related Motivation Factors" sub-dimension of the motivation scale was found high as $\alpha=0.896$ and the reliability of the "Non-Work Related Motivation Factors" sub-dimension was found high as $\alpha=0.827$.

Analysis of Data

The data obtained from the questionnaires were transferred to the computer environment for analysis in the SPSS 21.0 package program. Multiple Regression analysis was carried out to determine the predictive value of the professional competence and professional motivation levels of physical education teachers on their personal value characteristics. Pearson Product-Moment Correlation coefficient technique was used to examine the relationships between professional competence, professional motivation and Personal Value sub-dimensions. The significance level was accepted as $p < 0.05$. The obtained findings were presented in tables and graphics in accordance with the purpose and sub-problems of the research.

FINDINGS

Table 1. Correlation Results Between Personal Value, Professional Motivation and Professional Competence Sub-Dimensions

	1	2	3	4	5	6	7	8	9	10	11	12	
DR ¹	1												
TC	.776(**)	1											
HS	.582(**)	.629(**)	1										
RT	.588(**)	.633(**)	.556(**)	1									
SR	.467(**)	.435(**)	.477(**)	.433(**)	1								
PPD	.390(**)	.327(**)	.131(*)	.177(**)	.113(*)	1							
SR	.349(**)	.317(**)	.134(**)	.194(**)	.093	.834(**)	1						
LTP	.378(**)	.307(**)	.136(**)	.191(**)	.011	.095	.076	1					
MELDP	.291(**)	.256(**)	.184(**)	.141(**)	.031	.728(**)	.797(**)	.649(**)	1				
SFSR	.312(**)	.296(**)	.148(**)	.155(**)	.072	.832(**)	.726(**)	.649(**)	.611(**)	1			
PCI	.360(**)	.318(**)	.159(**)	.193(**)	.056	.719(**)	.874(**)	.694(**)	.611(**)	.611(**)	1		
WR	.338(**)	.306(**)	.283(**)	.247(**)	.244(**)	.212(**)	.158(**)	.117(*)	.169(**)	.136(**)	.136(**)	1	
NWM	.162(**)	.196(**)	.291(**)	.292(**)	.319(**)	.064	.095	.011	.109(*)	.076	.396(**)	.396(**)	1

** $p < 0.01$, * $p < 0.05$

DR: Discipline and Responsibility, TC: Trust and Commitment, HS: Honesty and Sharing, RT: Respect and Truth, SR: Sharing and Respect, PPD: Personal and Professional Development, SR: Student Recognition, LTP: Learning and Teaching Process, MELDP: Monitoring and Evaluating the Learning and Development Process, SFSR: School, Family and Social Relations, PCI: Program and Content Information, MP: Motivation Perception, WR: Work-Related, NWM: Non-Work Motivation.

As shown in Table 1; it was determined that there was a significant correlation between discipline and responsibility, the sub-dimension of the personal value perception scale, and the professional competence perception sub-dimensions which are personal and professional development ($r = .390$), student recognition ($r = .349$), learning and teaching process ($r = .378$), monitoring and evaluating the learning and development process ($r = .291$), school, family and social relations ($r = .312$) and program and content information ($r = .360$); a positively significant correlation was also detected with work-related ($r = .338$), which is the sub-dimension of the motivation which is another variable, and non-work related motivation

($r=.162$). Accordingly, it was determined that as the discipline and responsibility perceptions of the participants increased, their professional competence perceptions also increased in all dimensions and their motivations were also positively affected.

It was determined that there was a significant correlation between trust and commitment, the sub-dimension of the personal value perception scale, and the professional competence perception sub-dimensions which are personal and professional development ($r=.327$), student recognition ($r=.317$), learning and teaching process ($r=.307$), monitoring and evaluating the learning and development process ($r=.256$), school, family and social relations ($r=.296$) program and content information ($r=.318$) a positively significant correlation was also detected with work-related ($r=.306$), which is the sub-dimension of the motivation which is another variable, and non-work related motivation ($r=.196$). Accordingly, it was determined that as the trust and commitment perceptions of the participants increased, their professional competence perceptions also increased in all dimensions and their motivations were also positively affected.

It was determined that there was a significant correlation between honesty and sharing, the sub-dimension of the personal value perception scale, and the professional competence perception sub-dimensions which are personal and professional development ($r=.131$), student recognition ($r=.134$), learning and teaching process ($r=.136$) monitoring and evaluating the learning and development process ($r=.184$), school, family and social relations ($r=.148$) program and content information ($r=.159$) a positively significant correlation was also detected with work-related ($r=.283$), which is the sub-dimension of the motivation which is another variable, and non-work-related motivation ($r=.291$). Accordingly, it was determined that as the honesty and sharing perceptions of the participants increased, their professional competence perceptions also increased in all dimensions and their motivations were also positively affected.

It was determined that there was a significant correlation between respect and truth, the sub-dimension of the personal value perception scale, and the professional competence perception sub-dimensions which are personal and professional development ($r=.177$), student recognition ($r=.194$), learning and teaching process ($r=.191$), monitoring and evaluating the learning and development process ($r=.141$), school, family and social relations ($r=.155$) program and content information ($r=.193$) a positively significant correlation was also detected with work-related ($r=.247$), which is the sub-dimension of the motivation which is another variable, and non-work-related motivation ($r=.292$). Accordingly, it was determined that as the respect and truth perceptions of the participants increased, their professional competence perceptions also increased in all dimensions and their motivations were also positively affected.

It was determined that there was a significant correlation between sharing and respect, the last sub-dimension of the personal value perception scale, and the professional competence perception sub-dimensions which are personal and professional development ($r=.113$) a positively significant correlation was also detected with work-related ($r=.244$), which is the sub-dimension of the motivation which is another variable, and non-work-related motivation ($r=.319$). Accordingly, it

was determined that as the sharing and respect perceptions of the participants increased, their professional competence perceptions also increased in all dimensions and their motivations were also positively affected.

Table 2. Multiple Regression Analysis Results Regarding Personal Value, Professional Motivation and Professional Competence

Variables	B	SE	β	t
(Constant)	54.419	12.282		4,431*
Teacher competence perception	.687	.112	.284	6.114*
Motivation	.756	.108	.325	6.993*

*p < 0.01, R² = .210, Adjusted R² = .205

As a result of the conducted multiple regression analysis, it was determined that teacher competence perception ($\beta = .284$, $p < 0.01$) and motivation ($\beta = .325$, $p < 0.01$) predicts the personal value perceptions of the participants at a significant level. The variance explained by the created model was determined as 20.5%.

DISCUSSION

In the literature review, it was found that there are certain studies which approach the personal value tendencies of teachers^{5,15,16,22,28,38} and the levels of professional motivation^{6,19,38,40} and professional competence of physical education teachers^{14,30,33,36} from different perspectives in the literature and analyze their relationships with different demographical variables. Although there are many studies focusing on personal value, job motivation and professional competence levels separately^{1,11,12,14,17,20}, a study conducted for the determination of personal value, professional motivation and professional competence levels of physical education teachers hasn't been observed yet. It can be stated that the personal value levels of the physical education teachers, who are expected to take the most responsibility and role among different branch teachers, can enable to reveal their professional competences, to create a strong school environment, to eliminate the negative attitudes of the students and to increase their professional motivations. Furthermore, it can be expressed that the physical education teachers, who adopt discipline and responsibility, trust and commitment, honesty and sharing, respect and truth, sharing and respect as important values, are more motivated about their professions in line with their objectives to reach their professional competences.

What distinguishes one value from another is the purpose of the value or the type of motive. From an evolutionary point of view (Buss, 1986), these objectives and the values that express them are vital for the continuation of life. Costa et al. (1984) interpret personal values playing an important role on our career choices and ethical behavior perceptions (Finegan, 1994) in our workplaces while stating that motivations are affected from the personal values of the employees. The concept of value reflecting preferences, motives, needs and attitudes at the personal level has also a psychological aspect. It is argued that having information about the value profiles of the employees has various consequences for organizations and the information obtained regarding the value system of an individual is accepted as a precondition for the establishment of the effective organizational motivation system (Sağnak, 2004)²⁷.

Certain sub-competences concerning the competence field are related to the values and beliefs of teachers. From this point of view, the belief of the teacher about himself and his objectives is more important than all teacher competences. The opinions of a teacher about himself can provide us insight regarding what he is like in his profession. Because the beliefs of the teacher will affect his own learning activities negatively or positively. From this perspective, the field information and in-class productivity of teachers can be interpreted or measured; however, it is difficult to measure their beliefs about the teaching profession (Ayan, 2011)⁴.

CONCLUSION AND SUGGESTIONS

The factors that will increase the professional motivation and professional competence levels of the physical education teachers should be determined and measures should be taken for increasing the organizational, administrative and economic factors by beginning from the psycho-social factors, the most effective ones. The Ministry of National Education and universities should produce common projects with an aim to increase the competence and professional motivation levels of teachers. In addition, the studies regarding the personal values for increasing the professional competence and professional motivation levels of physical education teachers can be conducted regularly.

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