

## ANALYZING THE LEVELS OF PHYSICAL EDUCATION TEACHERS' MOTIVATING STUDENTS IN THE PROVINCE OF ISPARTA

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**Abstract:** In this study, levels of physical education teachers' motivating students have been analyzed in terms of different variables.

The population of the study consists of the physical education teachers in the province center of Isparta. A survey was conducted as the measurement tool for teachers in the schools.

Personal information forms and motivating students scale were used to collect the data.

The research findings can be summarized as follows:

When the Table 2 is examined it is seen that while high level average score of the teachers who willingly choose their profession was 15.0769, the average score of the teachers who choose their profession unwillingly was found to be 15.0667. 0,015 t value obtained as a result of the t test made in order to determine whether there is a statistically significant difference between these two average points was found to be significant at the 0.05 level. No significant difference was found between the high level average scores of teachers who willingly choose their profession and those unwillingly do ( $P > 0.05$ ).

When the Table 3 is examined it can be seen that the profession ages of teachers were compared according to gender and the average value of men was found to be 2.6458 and of women was found to be 2.6563. the value of -0,047 obtained as the result of independent t-test caused no significant difference ( $P > 0.05$ ).

When the Table 4 is examined it can be seen that the male teachers had an average score of 1.8958, whereas women had 2.5313 regarding their development level in last six months. The value of -1.782 obtained as the result of independent t-test caused no significant difference ( $P > 0.05$ ).

### INTRODUCTION

Basic needs of the people have been the subject of researchers for a very long time. People act in accordance with their needs. The instinct of meeting the main requirements lies on the basis of the people's behavior.

Maslow studied on human needs and created a pyramid known as "Maslow's hierarchy of needs". These needs in the pyramid consisting of a total of five needs founded upon each other are the physiological needs, safety needs, love and belonging needs, esteem needs, and the need for self-actualization (1). To achieve the objectives in education and for the realization of a qualified education willingness of students on learning has great importance (2).

The teaching profession, the methods and the qualifications of training of the teachers are being questioned in many countries and most teacher training programs aim to develop the teachers' beliefs about education (3). Swift (1982) studied on how the teachers' behaviors in classroom effect the students' behaviors and observed that students are affected by the behavior of the teacher in the classroom and imitating them (4).

In the learning process, each student is required to participate in the teaching-learning process willingly, to comply with the principles of learning, to have the responsibility for learning and to work. It is important that the teachers must be able to facilitate physiological, psychological, social and intellectual development of each student. This also requires the teachers to develop and mature themselves as a human being aware of their needs and expectations and to be more sensitive in their relations with people as well as to acquire knowledge and

skills related to his profession. So, it is useful to analyze the features that the teachers, who need to have an effective role in all these processes, should have in terms of the profession of teaching, teacher's tasks, personality traits, the values a good teacher should have, and teacher attitudes. Teachers should also guide the students with their behaviors exhibited in the classroom (5).

The research on motivation in education focuses mainly on how the personal and environmental factors, including the teaching / learning process, encourage and prompt the students for learning and achievement (6).

The people act for different reasons. The most basic of these reasons is the intrinsic motivation in which the action is enjoyable, interesting and willing. The other is extrinsic motivation. The studies carried out indicate that actions that occur for intrinsic motivational reasons separate from those with extrinsic reasons (7).

Students can show reluctance, indifference and resistance performing the learning action with extrinsic motivation, yet the intrinsic motivation is considered as a major source for learning by educators since it leads to creative and high-quality learning (8).

If the student's educational needs are known, a more positive learning environment can be created (9). Intrinsic motivation levels of students as a form of individual motivation are seen important in determining the positively motivated behavior in physical education and sports (10).

When the teacher meets an undesirable behavior in the learning environment, first the must understand the problem correctly, that is, he should be able to diagnose the problem accurately. To do that, the behavior of the student should be accurately described and interpreted. The teacher can understand and comprehend the problem as much accurately as he gets objective answers to these questions: in which environment the event or action emerged, who are involved in the event, what are the factors that led to the emergence of the event, what is the occurrence frequency of the behavior of that student or between that group of students, how is the undesirable behavior's power to affect the other students, which new issues that this behavior may cause. To understand and identify the problem accurately makes it easy to find the right solution. The teacher should be able to take the necessary measures based on the seriousness of the issue, whether to seriously threaten the life in class, possibility of the undesirable behavior become a habit for the student or the students (11).

Teacher education programs are important for Turkey as well as in all countries. Sufficiently trained in the area, self-believing and trusting, highly motivated teachers are needed in order our country to take place among developed countries. The studies are very limited about how qualified the physical education teachers, candidate teachers, and particularly academic staff in Turkey see themselves in this profession. Because of these reasons, the purpose of this research is to determine competency levels of instructors working in the physical education and sports school of higher education, physical education teachers working in the public schools of Ministry of Education and candidate teachers attending the department of physical education teaching and comparing them in terms of different variables.

The differences exist in terms of responsibilities and duties they receive in schools (run school team, activities such as organizations in ceremonies and events and etc). The role of physical education teachers in the school are not clearly defined as an academic teacher. School administrators have different expectations from physical education teachers' expectations (12). Some of them just expect them to teach, while some expect them to make both the teaching and coaching. And some of them expect the physical education teachers to take a more active role in the organizations and trips of the school because of the characteristics of their branch. These different expectations can cause conflicts or contradictions of duty and role in physical education teachers (13).

Physical education teachers are people of whom the students can take as a model in the classroom. Physical education teachers' attitudes and behaviors can leave positive or negative effects on students. Therefore, physical education teachers have other roles as well as motivating the students in the classroom. An effective physical education teacher should contribute to the development of psychomotor and cognitive abilities of the students in the classroom and help them to be high self-esteem individuals by being aware of his roles.

## MATERIALS AND METHODS

### Methods

The research is based on the survey model. The level of motivating students of physical education teachers will be examined according to their gender, educational background, the length of service, whether or not to choose the profession willingly, and whether they have received in-service courses lately. During the study, domestic and foreign literature was reviewed. The opinions of the sample taken in the study are intended to determine the situation in a certain time period.

### Population

The survey population consists of the schools in the province of Isparta. The physical education teachers working in primary schools in Isparta from September to December 2015 constitutes the sample of this study. Random sampling method was used in this study. Number of teachers under the scope of the study is 80. The distribution of teachers in the sample according to gender, educational background and length of service is given below:

**Table 1.a The distribution of teachers by gender**

		f	%
GENDER	FEMALE	32	40
	MALE	48	60
	TOTAL	80	100

**Table 1.b Distribution of teachers according to their educational background**

	F	%
Faculty of Education	38	47,5
Higher Education	25	31,3
Associate degree	1	1,3
Faculty	5	6,3
Masters Degree	5	6,3
Doctorate	6	7,5
<b>Total</b>	<b>80</b>	<b>100</b>

**Table 1.c Distribution of teachers according to the length in the service**

	f	%
0-12 months	5	6,3
1-5 years	38	47,5
6-10 years	20	25,0
11-15 years	14	17,5
16 and above	3	3,8
<b>Total</b>	<b>80</b>	<b>100</b>

### Data Collection Tool

To collect research data, "the teachers' motivating students scale" is used.

In the study, to determine the level of teachers' motivating students "the teachers' motivating students scale" adapted by Sünbül(2003) is used. This scale developed to determine the way that teachers motivate the students has 32-item.

### Data Analysis

The statistical analyzes of the research were carried out using SPSS 17 statistical package program. To evaluate the data the tests such as frequency, mean and t-test were used as the statistical methods.

### FINDINGS

**Table 2. Whether to choose the teaching profession willingly**

To choose the profession willingly	n	$\bar{X}$	Ss	T	P
YES	65	15,0769	2,2419	,015	,988
NO	15	15,0667	2,84019		

( $P > 0,05$ ).

When the Table 2 is examined it is seen that while high level average score of the teachers who willingly choose their profession was 15.0769, the average score of the teachers who choose their profession unwillingly was found to be 15.0667. 0,015 t value obtained as a result of the t test made in order to determine whether there is a statistically significant difference between these two average points was found to be significant at the 0.05 level. No significant difference was found between the high level average scores of teachers who willingly choose their profession and those unwillingly do ( $P > 0.05$ ).

**Table 3. The profession age of teachers**

THE PROFESSION AGE	n	$\bar{X}$	Ss	T	P
MALE	48	2.6458	0.95627	-,047	0,963
FEMALE	32	2.6563	1.00352		

( $P > 0,05$ ).

Between the profession ages of the teachers significant difference was not found according to their gender ( $P > 0.05$ ).

**Table 4. The development of teachers in last 6 months**

The last school finished	n	X	Ss	t	P
MALE	48	1,8958	1,44752	-1,782	,079
FEMALE	32	2,5313	1,72242		

( $P > 0,05$ ).

No significant difference was found regarding the development levels of teachers in last 6 months ( $P > 0,05$ ).

## DISCUSSIONS AND CONCLUSION

Depending on the data obtained the results of research can be stated as follows;

80 physical education and sports teachers working under the Ministry of National Education in the province of Isparta are participated in our study on the analysis of the levels of physical education and sports teachers motivating their students. 32(40%) of 80 teachers were female and 48 (60%) were male.

80 physical education and sports teachers working under the Ministry of National Education in the province of Isparta are participated in our study on the analysis of the levels of physical education and sports teachers motivating their students. The distribution of 80 teachers according to their educational background is as follows: 38(%47,5) of the teachers are graduated from Faculty of Education, 25(%31,3) of the teachers are graduated from Higher Education, 1(%1,3) has Associate degree, 5(%6,3) of them are graduated from Faculty, 5(%6,3) have Masters Degree and 6(%7,5) have Doctorate degree.

80 physical education and sports teachers working under the Ministry of National Education in the province of Isparta are participated in our study on the analysis of the levels of physical education and sports teachers motivating their students. The distribution of 80 teachers according to their years of service in the profession is as follows: 5(%6,3) of the teachers have been working as teacher for 0-12 months, 38(%47,5) have 1-5 years, 20(%25,0) have 6-10 years, 14(%17,5) have 11-15 years, 3(%3,8) have 16 and above.

When the Table 2 is examined it is seen that while high level average score of the teachers who willingly choose their profession was 15.0769, the average score of the teachers who choose their profession unwillingly was found to be 15.0667. 0,015 t value obtained as a result of the t test made in order to determine whether there is a statistically significant difference between these two average points was found to be significant at the 0.05 level. No significant difference was found between the high level average scores of teachers who willingly choose their profession and those unwillingly do ( $P > 0.05$ ).

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## SUGGESTIONS

To choose the teaching profession willingly directly affects the efficiency of teachers. Because, the pleasure and enthusiasm felt by a work done willingly is not the same as those given by a work done unwillingly due to economic reasons etc. Teachers should love their professions and must have self motivation that then they can better motivate the students.

The deficiency of communication lies on the basis of the problems arising in terms of motivating the students. Therefore, teachers should participate in seminars and training programs in service which help them to develop their communication skills and empathic tendencies.

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