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The Review of Physical Education Master Teachers' Self-Efficacy Perception Levels and Their Burnout Levels in Terms of Some Variables

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Abstract: The aim of this study is to investigate physical education and sports teachers' perceptions of their self-efficacy and burnout levels with respect to gender, teaching experience and age. The participants are 78 physical education master teachers who have taken part in the in-service training course given by the National Ministry of Education during 2010-2011 academic years. Teachers' levels of self-efficacy perception was determined by means of Teacher Self-Efficacy Inventory and burn out levels was determined by means of Maslach Burnout-Inventory. In the study, Kruskall Wallis was used for variables with more than two groups Mann-Whitney U test was used for two groups and to determine Pearson Correlation co-efficient was used to calculate relationship level. Results of the data analysis showed a meaningful difference between master teachers' gender, teaching experience with their scores of desensitisation subscale of burnout levels. In addition, a positive and meaningful relationship between their scores of self-efficacy perception and the scores of personal accomplishment subscale of burnout levels.

Keywords: physical education and sports teachers', self-efficacy, burnout levels.

Teacher self-efficacy is defined as teachers' beliefs about their ability of executing their teaching function successfully (Şahin 2001). According to Bandura (2001), self-efficacy is an important qualification which is a determining factor of behavioural outcomes. It is the perception, belief and judgement of the individual to enable him/her to keep up with different educational circumstances, to organise the necessary activities to perform certain tasks and to complete them with success. Self-efficacy is also explained as the individuals' beliefs and perceptions of their ability to use their knowledge and skills for particular purposes. The concept of self-efficacy is particularly used to support teachers in their combat with stress during the process of teaching, to predict teachers' behaviour related to their duty and responsibilities, and to explain individual differences in terms of teacher activities in education (Yılmaz et al 2004).

Teacher burnout has been regarded as a factor which would hinder teachers' ability to perform their responsibilities. Naring (2006) defined teaching as a profession with a high level of stress and burnout. While symptoms of burnout are described in three categories: Physiological, psychological and behavioural, reasons of burnout are described in two categories: institutional and individual burnout. According to Whiteman, Young and Fisher as teachers' burnout levels increase, they begin to perceive student behaviour negatively (cited in Deryakulu, 2005:38). Consequently, this may hinder teacher's ability to teach as breaks teacher-student communication. Teachers with high levels of burnout are described as depressed individuals with the tendency to develop authoritarian behaviour, to experience lack of communication with colleagues and to showe resistance to change. These may cause a drop in the quality of professional performance, in return teachers may fail to show professional competency that is to satisfy expectations of their students and the schools. Having these concerns in mind, the present study finds it worthwhile to investigate the self-efficacy perceptions and

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the levels of burnout of physical education master teachers whose profession requires a continuous involvement with students both physically and verbally.

Method

The participants are 78 volunteer physical education and sports master teachers who took part in the in-service training course given by the National Ministry of Education during 2010-2011 academic years. In order to elicit information about participants' perceptions of self-efficacy , Teacher Self-efficacy Inventory which was developed by Aydın et al (2004) and of which validity and reliability were adapted to Turkish educational context was used. In order to collect information about participants' levels of burnout, Maslach Burnout Inventory (MBI- Educators Survey) which was first developed by Jackson (1981) and later adapted to Turkish by Girgin (1995) and Baysal (1995). The inventory consisted of three subscales of burnout including 22 items (Izgar, 2003: 84-85). The difference between this inventory from other burnout inventory is that the word receiver has been replaced with the word 'student' in some items (Maslach, Jackson ve Leiter, 1996:206).

Data was analysed with the help of SPSS 13.0 statistics programme and checked if it showed a normal distribution with the help of Shapiro-Wilk test. The level of significance is determined as α=0.05. In case of the data did not show normal distribution, Mann-Whitney U test was used and Kruskal Wallis test was used to compare more than two groups.

Findings

The tables below physical education and sports master teachers' perceptions of their self-efficacy and burnout levels with respect to gender, professional degree and age

Table I

Teaching Style And Burn Out Levels of Physical Education and Sports Master Teacher Mean ± s.s

		Mean ± s.s
Burnout Levels	Self-efficacy	170.9 ± 25.3
	Emotional Exhaustion	18.2 ± 0.6
	Depersonalization	8.7 ± 0.4
	Personal Accomplishment	29.6 ± .09

Table I indicates that Scores of perceptions of self-efficacy physical education and sports master teachers have been calculated as follows: 170.9 ± 25.3 and average burnout score emotional burnout 18.2 ± 0.6, depersonalization 8.7 ± 0.4, individual achievement 29.6 ± .09

Table II

According to Gender Results of Mann-Whitney U Test Scores of Teaching Style And Burn Out Levels of Physical Education and Sports Master Teacher

		Female n=64 Mean Rank	Male n=14 Mean Rank	U	p
Burnout Levels	Self-efficacy	38.20	45.6	364.500	.277
	Emotional Exhaustion	37.38	35.27	367.500	.745
	Depersonalization	39.68	24.65	229.500	.020
	Personal Accomplishment	35.07	45.92	274.000	.093

Table II indicates that while there is no meaningful difference between physical education and sports master teachers' scores of self-efficacy and gender, female teachers' scores of depersonalization subscale of burnout levels shows statistically significant difference (p<0.05).

Table III

According to Ages Results of Kruskal-Wallis Test Scores of Teaching Style And Burn Out Levels of Physical Education and Sports Master

Teacher

		28-33 ages n=59 Mean Rank	34-40 ages n=11 Mean Rank	41 and up n=8 Mean Rank	df	p
Burnout Levels	Self-efficacy	39.6	34.6	45.1	2	.602
	Emotional Exhaustion	40	19.6	37.5		.019
	Depersonalization	39.9	20.5	36.7		.026
	Personal Accomplishment	35.9	48.1	29.1		.143

Results presented in Table III show that while there is no meaningful difference between physical education and sports master teachers' scores of self-efficacy and age, their scores of emotional exhaustion ($p<0.05$) and depersonalization ($p<0.05$) subscale of burnout levels shows statistically significant difference has been found.

Table IV

According to Professional Degree Results of Kruskal-Wallis Test Scores of Teaching Style And Burn Out Levels of Physical Education and Sports Master Teacher

		1-4 years n=59 Sıra ort	5-10 years n=17 Sıra ort	10 years and up n=2 Sıra ort	df	p
Burnout Levels	Self-efficacy	39.4	38.5	49.2	2	.818
	Emotional Exhaustion	39.5	28.9	24.5		.174
	Depersonalization	40.1	23.9	27		.016
	Personal Accomplishment	36.1	41.2	24.5		.574

Table IV reveals that there is no meaningful difference in the scores of perception their self-efficacy, their scores of depersonalization ($p<0.05$) subscale of burnout levels shows statistically significant difference has been found.

Table V

Teaching Style And Burn Out Levels of Physical Education and Sports Master Teachers correlation and "p" value

			Correlation value	p
Professional degree	◄——►	Depersonalization	-295	.05
Self-efficacy	◄——►	personal accomplishment	.464	.01

Table V indicates that there is a negative statistical relationship between the scores of physical education and sports teachers' professional degree and their scores of burnout subscale of desensitisation ($r = .-295$; $p< .05$). A statistically meaningful correlation between scores of self-efficacy and scores personal accomplishment subscale burnout levels ($r = .464$; $p< .01$) is found.

Discussion and Conclusion

The aim of this study is to investigate physical education and sports teachers' perception of self-efficacy and burnout levels with respect to the constructs of gender, teaching experience, and age.

The results show that master teachers have high level of self-efficacy. Depending on the levels of self-efficacy, behavioural differences among teachers on issues such as, classroom organisation, using new teaching techniques and ability to give feedback to students with learning difficulties can be observed. This, in return, can influence student motivation and achievement (Tschannen-Moran and Hoy, 2001). According to Chambers and Hardy (2005:2) achievement levels of students who are taught by teachers having high levels of self-efficacy are found higher in comparison to that of students who

are taught by teachers having low levels of self-efficacy. In the present study, teachers' perception of self-efficacy levels does not show variation according to their gender. Similarly, Akbaş and Çelikkaleli (2006), Akbulut (2006) also found that teachers' perception of self-efficacy levels did not vary with gender. In addition, Koparan et al (2007) and Şahin et al (2008) found that while physical education and sports teacher candidates had high scores of self-efficacy, this did not vary statistically depending on other variables such as gender, grade, and sports type. Nonetheless, master teachers' scores of burnout levels can show variation depending on their gender. This finding is line with that of Gündüz et al (2012), Soyer et al (2009) and Karakuş (2008). The present study also shows that female teachers find themselves more desensitisation in comparison to their male colleagues. Perception of master teachers' self-efficacy shows variation according to their age. However, a meaningful difference was found between master teachers' scores of emotional exhaustion and desensitisation subscale burnout levels. Cemaloğlu and Erdemoğlu (2007) found increasing desensitisation with increasing age in teachers. In addition, Dolunay (2002) reported with increasing professional degree and age, teachers' feeling of personal achievement increased. In the present study, however, scores of personal achievement subscale burnout level did not change with increasing age. The self-efficacy of teachers changes according to the length of professional degree. Kibsey (2004),on the other hand, reported a reverse relationship between classroom teachers' length of professional degree and scores of self-efficacy. That is, these teachers' perception of self-efficacy decreased as they become more professional degree. The findings reported in Curtis (2005) showed a significant change in perception of their self-efficacy with increasing professional degree. Those teachers who were in their first year had more positive perception of self-efficacy in comparison to those having 5 years professional degree. This finding does not support the finding of the present study. As a result, it is determined that master teachers experience burnout, and they have high levels of self-efficacy.

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Teacher self-efficacy is defined as teachers' beliefs about their ability of executing their teaching function successfully (Şahin 2001). According to Bandura (2001), self-efficacy is an important qualification which is a determining factor of behavioural outcomes. It is the perception, belief and judgement of the individual to enable him/her to keep up with different educational circumstances, to organise the necessary activities to perform certain tasks and to complete them with success. Self-efficacy is also explained as the individuals' beliefs and perceptions of their ability to use their knowledge and skills for particular purposes. The concept of self-efficacy is particularly used to support teachers in their combat with stress during the process of teaching, to predict teachers' behaviour related to their duty and responsibilities, and to explain individual differences in terms of teacher activities in education (Yılmaz et al 2004).

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the levels of burnout of physical education master teachers whose profession requires a continuous involvement with students both physically and verbally.

Method

The participants are 78 volunteer physical education and sports master teachers who took part in the in-service training course given by the National Ministry of Education during 2010-2011 academic years. In order to elicit information about participants' perceptions of self-efficacy , Teacher Self-efficacy Inventory which was developed by Aydın et al (2004) and of which validity and reliability were adapted to Turkish educational context was used. In order to collect information about participants' levels of burnout, Maslach Burnout Inventory (MBI- Educators Survey) which was first developed by Jackson (1981) and later adapted to Turkish by Girgin (1995) and Baysal (1995). The inventory consisted of three subscales of burnout including 22 items (Izgar, 2003: 84-85). The difference between this inventory from other burnout inventory is that the word receiver has been replaced with the word 'student' in some items (Maslach, Jackson ve Leiter, 1996:206).

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Findings

The tables below physical education and sports master teachers' perceptions of their self-efficacy and burnout levels with respect to gender, professional degree and age

Table I

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		Mean ± s.s
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Table II

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		Female n=64 Mean Rank	Male n=14 Mean Rank	U	p
Burnout Levels	Self-efficacy	38.20	45.6	364.500	.277
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Table II indicates that while there is no meaningful difference between physical education and sports master teachers' scores of self-efficacy and gender, female teachers' scores of depersonalization subscale of burnout levels shows statistically significant difference ($p<0.05$).

Table III

According to Ages Results of Kruskal-Wallis Test Scores of Teaching Style And Burn Out Levels of Physical Education and Sports Master

Teacher

		28-33 ages n=59 Mean Rank	34-40 ages n=11 Mean Rank	41 and up n=8 Mean Rank	df	p
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	Personal Accomplishment	35.9	48.1	29.1		.143

Results presented in Table III show that while there is no meaningful difference between physical education and sports master teachers' scores of self-efficacy and age, their scores of emotional exhaustion ($p<0.05$) and depersonalization ($p<0.05$) subscale of burnout levels shows statistically significant difference has been found.

Table IV

According to Professional Degree Results of Kruskal-Wallis Test Scores of Teaching Style And Burn Out Levels of Physical Education and Sports Master Teacher

		1-4 years n=59 Sıra ort	5-10 years n=17 Sıra ort	10 years and up n=2 Sıra ort	df	p
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Table IV reveals that there is no meaningful difference in the scores of perception their self-efficacy, their scores of depersonalization ($p<0.05$) subscale of burnout levels shows statistically significant difference has been found.

Table V

Teaching Style And Burn Out Levels of Physical Education and Sports Master Teachers correlation and "p" value

			Correlation value	p
Professional degree	⟷	Depersonalization	-295	.05
Self-efficacy	⟷	personal accomplishment	.464	.01

Table V indicates that there is a negative statistical relationship between the scores of physical education and sports teachers' professional degree and their scores of burnout subscale of desensitisation ($r = .-295$; $p< .05$). A statistically meaningful correlation between scores of self-efficacy and scores personal accomplishment subscale burnout levels ($r = .464$; $p< .01$) is found.

Discussion and Conclusion

The aim of this study is to investigate physical education and sports teachers' perception of self-efficacy and burnout levels with respect to the constructs of gender, teaching experience, and age.

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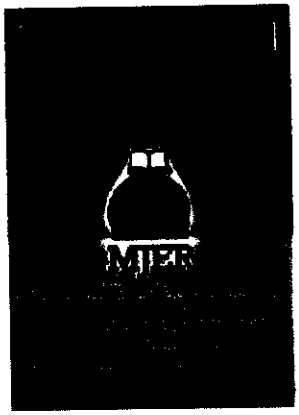
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