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The Comparison of Physical Education and Sports Master Teacher and Candidates Teachers Preservice the Teachers' Burnout Levels, Teaching Style Preferences in Terms of Some Variables

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Abstract: The study aims to compare burnout levels and the use of teaching styles of physical education teacher candidates and master physical education and sports teachers based on the variables of age, gender and professional degree. The participants have been 78 master physical education and sports teachers who were then participated to an in-service training course and 30 final year university students studying physical education. In order to find out about teachers' burnout levels and teaching styles Maslach Burnout Inventory have been used. Between the scores of master teachers' and teacher candidates' burnout level in the individual subscale and the teaching style a significant difference for master teachers has been found. When the master teachers' scores of desensitisation burnout subscale and practical teaching styles are correlated with gender, female teachers' scores have been found significant. Master teachers' levels of emotional exhaustion and desensitisation subscales scores have shown significant difference with their age.

Keywords: Burnout levels, teaching styles, physical education teacher candidates, physical education and sports master teachers.

Educational institutions are expected to follow new developments and up to date them accordingly in order to help individuals gain targeted qualifications. Teachers, on the other hand, aim to regulate student behaviour by means the educational programmes which are decided by the National Ministry of Education. Teaching profession is a field of specialized, which includes planning, executing and managing teaching and learning processes. One of the factors which reveal information about teachers' professional competency is their choice of teaching style. According to Fischer and Fischer (1979) teaching style is educational behaviour adapted by teachers during teaching. For Dunn and Dunn (1979), it comprises a large spectrum beginning with teaching programmes on the one hand, teaching techniques teachers adapt and their attitudes towards teaching equipment and stability of the way they treat their students on the other hand. Nadarajan (2002) claims teaching style is in the language that teachers use while teaching. Grasha (2002) describes teaching style as teachers' beliefs about teaching learning processes. Şahin (2010) also includes student teacher interaction, teachers' motivation and their classroom management skills in the concept of teaching style. A close look at the previously mentioned definitions decisions teachers make during teaching reveal valuable information about not only their beliefs about their own Professional competency but also their beliefs about how best they could make use of suitable educational environments for teaching. For this reason, teachers should be able to adapt roles suitable to their choice of teaching style and show consistent attitudes with these and perform accordingly in the classroom. They should also be able to maintain high levels of effort to increase student achievement (Şahin 2010). In addition, teachers have to be socially and psychologically healthy while they manage to keep up with developing technology and always evolving environmental factors (Dursun 2009). Accordingly, teaching is a profession which requires teachers to be in continuous interaction with students, which can in return lead to far too much stress and even burn out. Teachers' levels of burn out may hinder teaching processes in

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many ways. Those teachers who experience burn out may reduce their ability to empathise and eventually they may refrain from taking responsibilities. These teachers with diminished professional qualities may not be able to continue show expected levels performance. Having these concerns in mind, the present study finds it worthwhile to investigate the levels of burnout of physical education master teachers and teacher candidates, whose profession requires a continuous involvement with students both physically and verbally.

Method

The participants are 78 volunteer physical education master teachers who took part in the in-service training course given by the National Ministry of Education during 2010-2011 academic year and 30 volunteer physical education teacher candidates. In order to elicit information about participants' teaching style preferences, the Teaching Style Inventory which was comprised with 40 Likert type items was used. The inventory was first developed by Grasha (1996) and later it has been translated into Turkish and by maintaining the items reliability and validity by Bilgin et al (2002).

In order to collect information about participants levels of burnout, Maslach Burnout Inventory (MBI- Educators Survey) which consisted of three subscales of burnout including 22 items was used. This inventory was first developed by Jackson (1981) and later adapted to Turkish by Girgin (1995) and Baysal (1995). 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. 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

When physical education and sports teachers' teaching style preferences are looked into the teachers' average scores with their styles are found as follows: specialized 5.2 ±0.7, formal authority , 5.1 ± 0.7, personal modal 5.1±0.8, facilitator 5.2±0.7 and delegator and 4.9±0.6. In addition, the teachers' average scores of burnout levels with subscales are found as follows: emotional exhaustion 18.2 ± 0.6, desensitisation 8.7 ± 0.4, and personal accomplishment 29.6 ± .09. Similarly, average scores of teacher candidates on teaching styles are calculated as follows: specialized 4.6 ± 1.2, formal authority, 4.4 ± 1.1, personal model 4.3±1.1, facilitator 4.6±1.2 and delegator 4.3±.09. Also the teacher candidates' average scores of burnout levels with subscales are calculated as follows: emotional exhaustion 20 ± 4.6, desensitisation 8.2 ± 3, personal accomplishment 20.5 ± .7.5.

Table I shows that physical education and sports teachers' scores of all teaching styles and their scores of burnout levels for the subscale of personal accomplishment are statistically significant when compared to the results that of teacher candidates .

Table II indicates that while master teachers' and teacher candidates' scores of teaching styles preference does not show variation according to gender, female master teachers' scores of burnout desensitisation subscale show statistically significant difference ($p<0.05$). While female teacher candidates' scores of preference for practical teaching style show statistically significant difference ($p<0.05$), there is no significant difference in terms of their burnout levels.

Table I

Comparison between results of Mann-Whitney U test scores of teaching style and burn out levels of Physical Education and Sports Master Teachers and Teacher Candidates

	Physical Education Master Teachers	Physical Education Teacher Candidates	
	Mean Rank	Mean Rank	p

Teaching Style Preferences	Specialized Teaching Style	59.77	40.80	.005
	Formal Authority	60.57	37.13	.000
	Personal Model	61.49	36.32	.000
	Facilitator Teaching Style	58.54	43.98	.030
	Delegator Teaching Style	60.89	37.88	.001
Burnout Levels	Emotional Exhaustion	54.12	46.85	.261
	Depersonalization	53.89	47.40	.313
	Personal Accomplishment	63.39	24.28	.000

TableII

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

	Physical Education Master Teachers								Physical Education Teacher Candidates							
	Teaching Style Preferences					Burnout Levels			Teaching Style Preferences					Burnout Levels		
	Specialized	Formal Authority	Personal Model	Facilitator Teaching	Delegator	Emotional Exhaustion	Depersonalization	Personal Accomplishm	Specialized	Formal Authority	Personal Model	Facilitator Teaching	Delegator	Emotional Exhaustion	Depersonalization	Personal Accomplishme
Female Mean rank	37.4	40.3	39.7	38.9	39.8	37.3	39.6	35.1	17.9	18.1	15.4	19.6	16.5	15.6	12.6	12.1
Male Mean rank	48.1	33.1	38.2	41.8	38.1	35.2	24.6	45.9	13.6	13.4	15.5	12.3	14.6	15.3	17.6	18.1
p	.089	.272	.819	.667	.789	.745	.020	.093	.198	145	.967	.022	.563	.934	.123	.065

Table III

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

		1-4 years n=59 Mean Rank	5-9 years n=17 Mean Rank	10 years n=2 Mean Rank	df	p
Teaching Style Preferences	Specialized Teaching Style	39.69	37.59	50.25	2	.018
	Formal Authority	38.98	41.32	19.75		.001
	Personal Model	40.41	38.74	19.25		.001
	Facilitator Teaching Style	38.89	42.44	32.50		.085
	Delegator Teaching Style	39.07	40.94	40.00		.002
Burnout Levels	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 III presents that there is a statistically significant relationship between professional degree and physical education and sports master teachers' preference of teaching style scores: Specialized Teaching ($p<0.05$), formal authority ($p<0.01$), personal model ($p<0.01$), delegator ($p<0.01$) and their professional degree. A meaningful difference between professional degree and scores of depersonalization subscale burnout levels ($p<0.01$) has been found.

Table IV

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

		19-24 n=59 Mean Rank	25-30 n=11 Mean Rank	31-38 n=8 Mean Rank	df	p
Teaching Style Preferences	Specialized Teaching Style	38.73	42.31	50.5	2	.739
	Formal Authority	38.50	43.04	18		.511
	Personal Model	40.38	37.23	13.00		.449
	Facilitator Teaching Style	39.70	39.35	29		.895
	Delegator Teaching Style	38.48	45.15	31		.581

Burnout Levels	Emotional Exhaustion	39.6	34.6	45.1	.019
	Depersonalization	40	19.6	37.5	.026
	Personal Accomplishment	39.9	20.5	36.7	.143

Table IV shows that while physical education and sports teachers' teaching style preference does not seem to change with their age, their scores of emotional exhaustion and depersonalization subscale burnout levels ($p<0.01$) show statistically significant difference with age.

Table V

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

		19-24 n=23 Sıra ort.	25-30 n=7 Sıra ort	p
Teaching Style Preferences	Specialized Teaching Style	15.98	13.93	.588
	Formal Authority	14.09	20.14	.110
	Personal Model	14.70	18.14	.362
	Facilitator Teaching Style	15.24	16.36	.768
	Delegator Teaching Style	15.48	15.57	.980
Burnout Levels	Emotional Exhaustion	15.30	16.14	.825
	Depersonalization	14.63	18.36	.322
	Personal Accomplishment	14.89	17.50	.491

Table V indicates that teacher candidates teaching style preference scores and burnout levels do not show any statistically significant difference with age.

Table VI

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

			Correlation value	p
Professional degree	⟷	Depersonalization	-295	.05
Ages	⟷	personal accomplishment	.568	.01
Specialized Teaching Style	⟷	personal accomplishment	.346	.01
Formal Authority	⟷	personal accomplishment	.359	.01
Personal Model	⟷	personal accomplishment	.400	.01
Facilitator Teaching Style	⟷	personal accomplishment	.258	.01
Delegator Teaching Style	⟷	personal accomplishment	.320	.01

Physical education and sports teachers' and teacher candidates' scores of relationship are looked into closely, while a negative correlation between teaching experience and burnout subscale of depersonalization ($r = .-295$; $p< .05$) is found, a positive correlation between age, Specialized Teaching Style Formal Authority Personal Model Facilitator Teaching Style, Delegator Teaching Style and personal accomplishment ($r = .568$; $p< .01$) is found.

Discussion and Conclusion

This study has found that both physical education and sports master teachers and teacher candidates are at medium level in terms of their teaching style preference. However, master teachers are at a higher level in terms of specialized teaching style. Those studies on teacher teaching style preferences (Woods 1995, Dressel and Marcus, 1982) report that teachers seem to have a similar tendency. Moreover, it is significant that teacher candidates with medium level burnout have been found having an equal level of emotional exhaustion with the actively teaching teacher candidates. However, it is interesting that master teachers have high level scores of personal accomplishment subscale burnout. It seems that their professional achievements have a positive influence to reduce

their burnout levels. In addition, master teachers' teaching style preferences do not show variation according to gender. However, in contrast to our findings, Grasha (1994) reported that more number of female teachers tended to prefer specialized / facilitator / delegator teaching styles in comparison to male teachers. Findings of the present study indicate that unlike teaching style scores, master teachers' burnout level scores differ according to gender. This finding is along the same lines with the findings reported by Gündüz et al (2012), Soyer et al (2009), Çimen (2007), Yılmaz (2009), Ören and Türkoğlu (2006) and Karakuş(2008).

Results of the analysis indicate that female teachers find themselves less sensitive in comparison to their male colleagues. When teaching style preference is correlated with gender, facilitator teaching style is found to be preferred more number of female teachers. Those teachers who prefer facilitator teaching style would like to organise group activities, and expect them to present practical activities in order to maintain active student participation in the learning process (Grasha 2002). Although teaching style preference can change according to gender, their levels of burnout has not been found changing according to gender of teachers. This finding is a long the same lines with that of Çavuşoğlu (2009), Ünal (2011), Başören (2005) and Arıkan (2007). Professional degree is found to be a determining factor in the process of teaching style preference in the present study. Master teachers' preference of teaching style changes depending on their professional degree. Similarly, Nigel and Sherry (2001) report that preference teaching style by adults could change significantly with increasing professional degree. Moreover, Professional degree seems to be important factor in determining burnout levels. The study has found that master teacher with 1-4 years professional degree scores of desensitisation subscale burnout level is higher than others experience groups. Dilsiz (2006), Çimen (2007), Cemaloğlu ve Erdemoğlu (2007), Ünal (2011) have also found a similar finding supporting that burnout can change according to professional degree. This finding indicates that burnout levels of teachers can be higher during first years of their professional life. However, age does not appear to be determining a factor in the preference of teaching style. Similarly, Mendoza (2004) found that age did not play a determining role in the choice of teaching style. However, age can be a determining factor in master teachers' emotional exhaustion and desensitisation burnout subscale scores. Similarly, Çam (1992) reported that desensitisation burnout subscale scores varied depending on age factor.

As a result, it is found that master teachers experience burnout in all three subscales, and they prefer all teaching styles at higher levels in comparison to teacher candidates.

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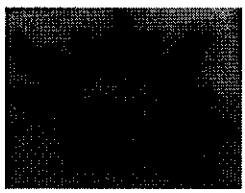
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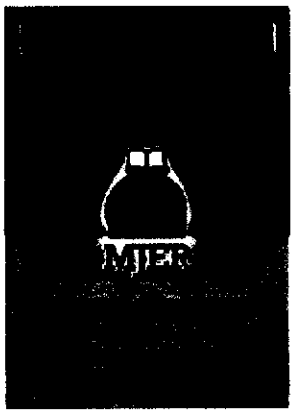


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