

An Investigation of Physical Education Teachers' Teaching-Learning Conceptions and Professional Satisfaction Levels

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Abstract:

Introduction: The level of professional satisfaction in teachers is an important issue in terms of high work motivation and employee performance. In addition, high professional satisfaction is a factor that contributes to teachers' more positive approach to the education process.

Methods: This study aims to examine the teaching-learning conceptions and professional satisfaction levels of physical education teachers. A total of 310 physical education teachers, 129 female and 181 male, working in primary and high schools participated in the study. A relational scanning model was used in this research. The Teaching and Learning Conceptions Scale and Minnesota Job Satisfaction Scale were used as data collection tools.

Results: It has been observed that there is a positive relationship between teachers' understanding of teaching-learning and their level of professional satisfaction.

Discussion: The constructivist understanding levels of the teachers participating in the research regarding the teaching-learning process were high, while their traditional understanding levels were below the medium level.

Limitations: This research was limited to 310 physical education teachers working at different education levels.

Conclusions: It can be said that the teaching-learning understanding of physical education teachers is a determinant of professional satisfaction.

Key words: physical education, teacher, teaching-learning conceptions, professional satisfaction.

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Introduction

Conceptually, education is explained as "the process of transferring the values, skills and knowledge acquired for individuals and communities to reach a proper way of life to the next generations in a planned manner and transforming the attitudes of the individual through his/her experiences" (Harmandar, 2004). It is stated that the concept of education covers all the processes of knowledge, wisdom, learning, care or upbringing. When education is mentioned in general terms, schooling is meant. In this context, it is known that almost all characteristics of the mind are the product of education. For example, traits such as perseverance and compassion are characterised as products of education. In the current period, the world of science and technology is rapidly renewing and developing. In this process, it is stated that people feel the need to learn new information to adapt to the developments and that they necessarily remain in a learning process that requires continuity. In terms of process, it is known that learning goes beyond the school boundaries within the scope of formal education and continues with the introduction of a lifelong learning process. In this transformation process, it is stated that the phenomenon of education in the period we live in is no longer limited to a certain period of a person's life. However, it is seen that even developed countries constantly renew their existing education systems and try to improve the quality of education (Ayaz, 2016). 2). It is known that education contributes to the economic development levels of countries. It is also stated in the studies that education contributes to the development levels of countries and makes them economically stronger (Rehme, 2006; Eggoh, 2015; Hanif & Arshed, 2016). To reach a high level of welfare and benefit humanity, countries need to have individuals with innovative and creative thinking, who can access information quickly, have a critical perspective and are always ready to acquire knowledge. Raising individuals with the aforementioned qualities is possible with the right education. Education that starts in the family continues with institutions. It is possible to make progress in healthy developmental stages through education. Therefore, healthy and correct educational activities are considered important for every nation (Zeytun, 2010). As important as it is to raise healthy individuals in society, it is also important that the teachers who will provide this education have professional competence. In this context, physical education in general consists of physical activities that contribute to the physical development of the person and support cognitive, social and affective development (Zeytun, 2010). As important as it is to raise healthy individuals in society, it is also important that the teachers who will provide this education have professional competence. In this context, in general, physical education consists of physical activities that contribute to the physical development of the person and support cognitive, social and affective development. In the education system, physical education courses have an

important place in supporting the development of students. For this reason, physical education courses should be implemented systematically at every level of education (Ünlü & Aydos, 2007). It is not limited to the appropriate level of education according to the needs imposed by society on teachers but also includes teacher competence in professional, pedagogical, psychological, personal and didactic fields (Tamášová, 2015). It is seen that the teaching profession is among the basic elements that make up the education system. It is stated that teachers have an active role in teaching new skills, knowledge, habits and attitudes to students through education. This is because the current functions of education are shaped according to the education training activities carried out by teachers. It is stated that transferring existing social values to new generations and raising productive individuals, able to think critically, adapt to developments, and happy and self-actualised are among the main duties of teachers (Özkan & Arslantaş, 2013). Fulfilling professional duties and responsibilities to meet the educational needs of students requires first of all patience, extensive knowledge, teaching and Communicator skills, and various pedagogical competencies. Professional development of teachers brings with it the task of continuous improvement, acquisition of knowledge, and specialization in skills (Noga, 2016).

In our country, it is known that physical education teacher training programmes take place in physical education and sports colleges and faculties of universities. Teacher candidates who will carry out physical education courses in primary and secondary education institutions are trained in these programmes (Sunay, 2004). Teachers are the people who are primarily responsible for conducting courses within the education and training system (Taşkaya, 2012). It is stated that the current personality traits of physical education and sports teachers affect the attitudes towards courses and educational institutions. Teachers with negative personality traits may cause children to move away from school and lessons and to fail academically (Özyurt, 2000). It is known that the main duty of teachers is to ensure that students learn. For teachers to fulfil this task efficiently and properly, they must first have the necessary professional characteristics. It is stated that the professional characteristics of teachers depend on their subject area knowledge, professional knowledge, general culture level, skills and knowledge level. It is not possible to talk about efficient and effective teaching if teachers' personality traits are positive but their professional qualifications are low (Özyurt, 2000). In addition, physical education teachers should have sufficient knowledge about the teaching methods they will use in the application of these skills. Because many teaching methods are used in the process of teaching movement skills that physical education teachers apply in the lessons. It is seen that these teaching methods increase students' participation in physical education lessons and increase their success in the course. For this reason, it is

considered necessary for teachers to be conscious in the field of special teaching methods, to have the skills required to realise their profession, i.e. pedagogical formation competence, as well as professional field knowledge (Ünlü & Aydos, 2007; Şişman & Acat, 2003).

The concept of learning is explained as "the motivated person overcoming the obstacle in the direction of the determined goal with various tests and reaching the goal and getting rid of the tension" (Akbaba, 2012). It is stated that learning is generally of two types as directed and spontaneous. It is seen that behavioural changes that occur as a result of individual actions or experiences are expressed as spontaneous learning. It is stated that a significant part of the attitudes exhibited by the person in his/her daily life are spontaneous learning products (such as learning that metal is hard and pepper is bitter with sense organs). In directed learning, it is seen that there is the presence of another tool or person who creates the conditions for learning. Directed learning occurs at the end of the education process. Learning can be realised with the help of the teaching person or tool. It is mentioned that the learning that takes place in the classroom and learning through mass media such as television, books, etc. are examples of directed learning (Erden, 2011). The concept of teaching is defined as the activities carried out to ensure learning. It is stated that teaching activities can be carried out by a group or a person to create behavioural changes in people, as well as through written and visual symbols in various media such as films, books, computers and television (Yenilmez & Duman, 2008). Educational institutions are generally the places where teaching activities are organised to gain the desired behaviours according to predetermined objectives. Planned, controlled and organised learning activities in schools are called teaching. All of the activities carried out in the teaching process within the scope of formal education are planned and carried out within the framework of this plan (Erden, 2011).

In the learning environment, factors such as students' personality, needs, interests, physical and psychological environment in the classroom affect their attention levels. It is stated that teachers can increase the success level of students by motivating students and attracting their attention to the learning material (Engin et al., 2009). Other factors affecting learning and teaching are teacher competencies and course materials used. In the studies conducted in this field, it is stated that the professional qualifications of teachers are determinants of the learning process (Mojavezi & Tamiz, 2012). In addition, it is seen that the use of technological course materials in lessons has a more positive effect on the learning and teaching process compared to traditional teaching methods (Saprudin, 2019; Hussein et al., 2019).

When analyzed conceptually, it is stated that occupational satisfaction expresses the feelings that employees develop towards their jobs according to whether their

expectations are met or not (Izgar, 2008). In other words, the concept of occupational satisfaction is explained as "an element that positively affects people's orientation towards work and explains their emotional state in business life" (Dağdeviren, 2011). The primary concern of most people when choosing a profession is how to meet basic needs, such as financial gain, social security, and how to be satisfied with the job offered to them. This situation may be a source of job satisfaction in higher-level professions (Eğinli, 2009). This may also affect employees' attitudes toward work and the workplace. These results have made job satisfaction, which is the basic idea that directs employee behavior, an important element of working life (Sevimli & İşcan, 2005).

Job satisfaction is very important for the general health of employees. People who are unhappy at work and do not like their jobs experience psychological problems that cause stress and anxiety and lead to health problems. The importance of job satisfaction in determining employee health is emphasized (Faragher et al., 2005). The level of job satisfaction of employees can affect not only their mental and physical health but also all organizational processes. In addition, there are two main reasons for the importance of job satisfaction, which has an important place in working life. The first is that it is related to life satisfaction, which directly affects the psychological and physical health status of the employees. The second one is related to productivity. It is seen that the conditions that arise as a result of low job satisfaction, such as social adaptation difficulties and stress, affect the individual negatively and thus the work performance decreases (Akşit-Aşık, 2010).

This study aims to examine the teaching-learning conceptions and professional satisfaction levels of physical education teachers.

1 Methods

1.1 Research model

In this research, the relational survey model, one of the quantitative research methods, was used. The researches in which this model is used are generally studies in which the relationship between two or more dependent variables is determined and these variables are examined without any intervention. In addition, the direction of the relationship between variables (positive or negative relationship) is determined (Karasar, 2016). In this study, the relationship between physical education teachers' professional satisfaction and teaching-learning approaches was examined.

1.2 Working group

The population of this research consists of physical education teachers working in primary and high schools in the provinces in the Aegean Region in the 2022-2023 academic year. The sample group of the study consisted of a total of 310 physical education teachers, 129 female and 181 males, who were randomly selected from the population. The demographic characteristics of the teachers in the sample group are presented in Table 1.

Table 1

Percentage of participants

<i>Demographic Variables</i>		<i>N</i>	<i>%</i>
Gender	Female	129	41.6
	Male	181	58.4

When Table 1 is analysed, it is seen that 41.6% of the participants are female and 58.4% are male.

1.3 Data collection tools

Personal information form was used to determine the demographic characteristics of the physical education teachers participating in this study. It was aimed to reach information about teachers' age, gender, professional seniority, willingness to do the profession, and receiving support from school administrators.

Teaching and Learning Conceptions Scale

In this study, "Teaching and Learning Conceptions Scale" developed by Chan and Elliot (2004) and adapted into Turkish by Aypay (2011) was used to determine the teaching and learning conceptions of physical education teachers. The scale is used to determine two sub-dimensions among teaching and learning approaches. These sub-dimensions are constructivist teaching-learning and traditional teaching-learning approaches. In the Turkish validity and reliability study, it was determined that the overall internal consistency coefficient of the scale was .71, and the internal consistency coefficients for the sub-dimensions were .88 and .83. The scale consists of 30 items in total, 12 items are used to determine the level of constructivist understanding and 18 items are used to determine the level of traditional understanding. Since the scale is in 5-point Likert type, the answers given to the items are scored between "Strongly disagree (1 point)" and "Strongly agree (5 points)" (Aypay, 2011, p. 12).

Minnesota Job Satisfaction Scale

"Minnesota Job Satisfaction Scale" was used to determine the professional satisfaction levels of the teachers participating in this study. The scale was developed by Weiss et al. (1967) for the first time in the literature and the Turkish validity and reliability study of the scale was conducted by Baycan (1985). There are 20 items in the scale and items 1.2.3.4.7.8.9.10.11.15.16. and 20 measure intrinsic satisfaction and items 5.6.12.12.13.14.17.18. and 19 measure extrinsic satisfaction. The score obtained from the whole scale shows the general level of work satisfaction. Since the scale is a 5-point Likert scale, the responses to each item are scored between "I am not satisfied at all (1 point)", "I am not satisfied (2 points)", "I am undecided (3 points)", "I am satisfied (4 points)" and "I am very satisfied (5 points)" (İşin, 2009).

1.4 Data collection method

In this study, the questionnaire method was used in the data collection phase. The questionnaire was firstly converted into an online form (Google Forms). In this context, the teachers participating in the study were given general information about the purpose, subject and data collection tool used in the study before the study. The participant physical education and sports teachers were asked to fill in the questionnaire form electronically and by e-mail. The items that the teachers did not understand were explained to the teachers using clear language.

1.5 Data analysis

SPSS 22.0 programme was used in the data analysis process of this research. Firstly, reliability analysis was applied to the scale data in the analysis process. Skewness and kurtosis values were analysed to determine the suitability of the data for normal distribution.

Since the data were suitable for normal distribution, One Way ANOVA test was used to compare the scale scores with the variables of professional seniority, receiving adequate support from the school administration, and Independent Samples test analysis was used to compare the scale scores with the variables of gender, school of employment and willingness to choose the profession. Pearson Correlation analysis was used to examine the relationship between teaching-learning conceptions and professional satisfaction levels, and Multiple Linear Regression analysis was used to examine the effect of teaching-learning conceptions on intrinsic satisfaction, extrinsic satisfaction and general job satisfaction. Statistical significance level was taken as .05.

1.6 Limitations and ethical procedures

In this study, in order to explain the relationship between physical education teachers' professional satisfaction and their teaching-learning approaches, the independent variables were limited to demographic variables such as age, gender, professional seniority, willingness to do the profession, and receiving support from school administrators.

Before data collection, permission was obtained from Pamukkale University Non-Interventional Clinical Research Ethics Committee. Ethics Committee approval number (No: E-60116787-020-338145); Date: 23.02.2023).

2 Findings

In this section of the study, the descriptive statistics obtained in the research and the findings related to the research sub-problems are given.

Table 2

Comparison of Job Satisfaction Scale scores of the participants according to gender variable

<i>Sub-dimension</i>	<i>Gender</i>	<i>N</i>	<i>X</i>	<i>SS</i>	<i>T</i>	<i>p</i>
Intrinsic satisfaction	Female	129	38.91	6.92	-.470	.639
	Male	181	39.29	6.85		
Extrinsic satisfaction	Female	129	33.08	6.77	-.834	.405
	Male	181	33.75	7.18		
Overall job satisfaction	Female	129	71.99	12.91	-.695	.488
	Male	181	73.04	13.19		

When Table 2 is examined, it is seen that there is no statistically significant difference in intrinsic satisfaction, extrinsic satisfaction and general job satisfaction levels according to the gender of the participants ($p>0.05$).

Table 3

Pearson correlation analysis to examine the relationship between teaching-learning concepts and professional satisfaction levels

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
1. Constructivist				
2. Traditional	.212 .000**	-		
3. Intrinsic satisfaction	.485 .000**	.183 .001*	-	
4. Extrinsic satisfaction	.307 .000**	.360 .000**	.772 .000**	-
5. Overall job satisfaction	.419 .000**	.289 .000**	.940 .000**	.942 .000**

When Table 3 is analysed, it is seen that there is a significant relationship between constructivist understanding attitude level and intrinsic satisfaction ($r=.485$; $p<0.05$) and general job satisfaction ($r=.419$; $p<0.05$) levels in positive direction at medium level, and a significant relationship between the level of extrinsic satisfaction ($r=.307$; $p<0.05$) in positive direction below medium level. It is seen that there is a significant relationship between the level of traditional understanding attitude and external satisfaction ($r=.360$; $p<0.05$) and general job satisfaction ($r=.289$; $p<0.05$) in a positive direction below the medium level, and a low level significant relationship with internal satisfaction ($r=.183$; $p<0.05$) in a positive direction.

Table 4

Multiple linear regression analysis for analysing the effect of teaching-learning concepts on intrinsic satisfaction

<i>Variable</i>	<i>B</i>	<i>SD</i>	<i>β</i>	<i>t</i>	<i>p</i>
Constant	19.146	2.071		9.247	.000**
Constructivist	4.152	.452	.467	9.183	.000**
Traditional	.645	.393	.083	1.641	.102
$r=.492$; $r^2=.242$; $F(2,307)=48.913$; $p=.000$					

When Table 4 is analysed, it is seen that teaching-learning conceptions have a significant effect of 24.2% on intrinsic satisfaction ($r^2=.242$; $p<0.05$). When analysed on the basis of sub-dimensions, it is seen that the biggest effect is constructivist understanding attitude level ($\beta=.467$; $p<0.05$) and traditional understanding attitude level ($\beta=.083$; $p>0.05$) respectively.

Table 5

Multiple linear regression analysis for examining the effect of teaching-learning concepts on extrinsic satisfaction

<i>Variable</i>	<i>B</i>	<i>SD</i>	<i>β</i>	<i>t</i>	<i>p</i>
Constant	17.349	2.191		7.917	.000**
Constructivist	2.188	.478	.241	4.572	.000**
Traditional	2.433	.416	.308	5.848	.000**
$r=.430$; $r^2=.185$; $F(2,307)=34.798$; $p=.000$ **					

When Table 5 is analysed, it is seen that teaching-learning conceptions have an effect on extrinsic satisfaction. It is seen that it has a significant effect of 18.5% ($r^2=.185$; $p<0.05$). When analysed on the basis of sub-dimensions, it is seen that the greatest effect is in the form of traditional understanding attitude level ($\beta=.308$; $p<0.05$), constructivist understanding attitude level ($\beta=.241$; $p<0.05$) respectively.

Table 6

Multiple linear regression analysis for analysing the effect of teaching-learning concepts on general job satisfaction

<i>Variable</i>	<i>B</i>	<i>SD</i>	<i>β</i>	<i>t</i>	<i>p</i>
Constant	36.496	4.000		9.125	.000**
Constructivist	6.339	.873	.375	7.259	.000**
Traditional	3.078	.759	.209	4.054	.000**
r=.467; r ² =.218; F(2.307)=42.736; p=.000**					

When Table 6 is analysed, it is seen that teaching-learning conceptions have a significant effect of 21.8% on general job satisfaction ($r^2=.218$; $p<0.05$). When analysed on the basis of sub-dimensions, it is seen that the greatest effect is seen as constructivist understanding attitude level ($\beta=.375$; $p<0.05$) and traditional understanding attitude level ($\beta=.209$; $p<0.05$) respectively.

3 Discussion

In this study, when the findings related to the teaching-learning conceptions of physical education and sports teachers according to their gender are analyzed, it is seen that the constructivist and traditional teaching-learning conceptions do not differ according to their gender. In this context, it was concluded that the gender variable was not determinative of the teaching-learning conceptions of physical education and sports teachers. In a study conducted on classroom teachers, it was determined that the level of using constructivist and traditional teaching-learning methods did not differ according to the gender of the teachers (Ekinci, 2016). In a study that is not similar to the research findings, it was found that the level of classroom teachers' adoption of the constructivist teaching-learning approach differed according to gender. In this study, it was reported that male teachers' level of adoption of the constructivist approach was higher than female teachers (Usta, 2019). In another study conducted on this subject, it was determined that the constructivist teaching-learning approach was adopted more by female teachers in high schools (Akyıldız, 2014). The main reason for the lack of similarity between the research results may be that the studies were conducted on teachers working in different branches. In this study, when examined according to the gender variable, it was found that the intrinsic and extrinsic satisfaction levels and general job satisfaction levels of physical education and sports teachers did not differ according to their gender. In this context, it was concluded that gender variables did not affect job satisfaction in physical education and sports teachers. In another study conducted on physical education teachers working in primary, secondary and high schools, it was found that the level of intrinsic and extrinsic satisfaction did not differ according to the gender of the teachers (Aksoy, 2019). The findings of some studies conducted on

this subject show that the level of professional satisfaction in teachers differs according to gender. In a study conducted on physical education and sports teachers, it was found that the external satisfaction of teachers differed according to gender variable, and it was reported that male physical education teachers had more external satisfaction compared to female teachers (Akarsu, 2022).

When the findings related to the teaching-learning conceptions of the physical education and sports teachers participating in this study were analyzed, it was found that the constructivist conception levels of the teachers were at a high level and the traditional conception levels were below the middle level. In this context, it was concluded that physical education teachers adopted a constructivist approach more in the teaching-learning process. The emergence of this result may be attributed to the widespread adoption of the constructivist education approach both in our country and in other developed and developing countries in recent years. In similar studies conducted in this field, it is stated that constructivist teaching-learning approach is widely used in physical education courses as in other courses (Chen, 2002; Azzarito & Ennis, 2003; Chen, 2007; Zhu, 2011; Sun, 2012; MacPhail, 2013). In a study conducted on classroom teachers, it was determined that the constructivist teaching-learning approach was one of the most commonly used teaching approaches by teachers (Ekinci, 2016). When the findings related to the job satisfaction levels of the physical education and sports teachers participating in this study were analyzed, it was determined that the internal satisfaction levels and general job satisfaction levels of the teachers were above the middle level of the middle level, and the external satisfaction levels were at the middle level. In this context, it was observed that the job satisfaction levels of physical education and sports teachers were not high in general. In a study conducted on physical education and sports teachers working at different educational levels, it was reported that the professional satisfaction levels of male and female teachers were above the medium level (Demirpolat, 2021). Rutkowska and Zalech (2015) in their study titled *Job Satisfaction of a Physical Education Teacher from the Perspective of the School Community*, in which 48 teachers and 171 students participated; revealed that physical education teachers evaluated their job satisfaction as average or low. They reported that this evaluation showed that there were significant differences between physical education teachers and teachers of other subjects. In our study; Professional satisfaction levels were found to be at a medium level. Although the results are similar to our study, the different results may be due to the different subject groups, and environmental and cultural structure of the studies.

In this context, it can be said that the results obtained in this study are compatible with the literature. In this study, it was found that there were significant positive relationships between physical education and sports teachers' teaching-learning conceptions and their intrinsic and extrinsic satisfaction levels. Similarly, it was

concluded that teaching-learning conception positively affects general job satisfaction, and as teaching-learning conception scores increase, teachers' job satisfaction increases. When the studies conducted in this field in the literature are examined, it is seen that the relationship between physical education and sports teachers' teaching-learning approaches and their professional satisfaction is not mentioned. In addition, in the studies in the literature, it is stated that especially teachers' fulfilment of their instructional leadership roles and their active participation in the teaching process are determinants of professional satisfaction (Erdoğan, 2017).

Conclusions

As a result, it was found that there was a significant relationship between teaching-learning conception and professional satisfaction level in physical education teachers, demographic variables were not determinative on teaching-learning conception, and professional satisfaction level differed according to some demographic variables. It was seen that the findings of the study were generally in parallel with the literature. In light of the results obtained in the study, it can be said that the teaching-learning concept in physical education teachers is a determinant of professional satisfaction.

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