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Selmani Abiş

Journal for Educators, Teachers and Trainers, Vol. 13 (4)

<https://jett.labosfor.com/>

Date of reception: 11 July 2022

Date of revision: 12 Aug 2022

Date of acceptance: 11 Aug 2022

Selmani Abiş (2022). The Relationship Between Academic Self-Efficacy And Patience Tendencies Of Physical Education And Sports Teachers: The Case Of The Eastern Black Sea Region *Journal for Educators, Teachers and Trainers*, Vol. 13(4). 411-417.

¹Dr.,Gümüşhane University, School of Physical Education and Sports, Gümüşhane, Turkey



The Relationship Between Academic Self-Efficacy And Patience Tendencies Of Physical Education And Sports Teachers: The Case Of The Eastern Black Sea Region

Selmani Abiř

Dr., Gümüşhane University, School of Physical Education and Sports, Gümüşhane, Turkey

Email: selmani29@hotmail.com

ABSTRACT

The goal of the study is academic efficacy related to patience tendencies of teacher candidates of physical education. The research contained teacher candidates studying in sports science departments of state universities in the Eastern Black Sea region, and randomly selected 205 people as sample group. Socio-demographic form, self-efficacy and patience tendency scales were performed by participants. Statistical analysis was performed in computer environment. The arithmetic averages of the scores of sports science students from scales are reported. Spearman correlation analysis (r) was used. The results showed that while the academic self-efficacy levels of the participants were high, the total and sub-dimensions of the patience disposition were at an average level. Positively low level of correlation was seen between continuous variables. When academic self-efficacy and the sub-dimensions of patience tendency were examined, a positively low correlation was found with patience against haste, and a moderate positive relationship with anger against anger was seen. It is thought that this situation is because of the participants' in-faculty curriculum programs and the effects of the sports branch they are dealing with on their character development.

Keywords: Academic self-efficacy, Patience tendency, Physical education

1. INTRODUCTION

Education is an important factor in raising successful individuals and therefore in perfecting societies. Individuals' academic self-efficacy is the most important indicator of their success.

Snyder and Lopez (2002) state that self-efficacy belief is not motivation, but is an important factor affecting motivation. Self-efficacy is highly influential on the individual's choice of whether or not to undertake a task, how much effort he will put into fulfilling that task, his patience towards success, and his resilience in the difficulties he encounters. As a word meaning, patience is expressed as a state of calmness against the situations and events that individuals encounter in their daily lives.

Patience is to be calm in the face of stress and pain before, during and after events (Schnitker, 2012). Patience, which is expressed as the tendency to direct the individuals' behavior. Patience expresses the emotional side of patience and is seen as an internal state. Patience behavior, on the other hand, expresses the reaction against extroverted and negative events (Dođan and Gülmez, 2014). It is claimed that it is a virtue that is used not only in the face of negativities, but also in achieving existing and imagined goals. This brings success, stability and determination. As a result, less anxiety, a healthier and stronger mind and mood occur (Dođan, 2017; Gül and Çeliköz, 2018).

According to literature, studies on self efficacy (Turan et al., 2016; Izgar and Dilmaç, 2008; Caba and Pekel, 2017; Saracalođlu et al., 2017; Güler, 2022; Akıncı, 2020) and patience of various sample groups were found. (Bettinger and Slonim., 2007; Karakař, 2016; Gül and Çeliköz, 2018; Ermiř and İmamođlu, 2019). For this reason, determining the self-efficacy of the individual, which can also be called "occupational self-efficacy", is an important research topic. From this point of view, it has been tried to focus on how much academic self-efficacy and patience university students have, which are values that should be possessed by people from all walks of life and age.

2. METHOD

Model of the Research

The study is a relational type survey study. This model is generally used for determining the interactions between more than one variable. (Karasar, 2004).

Formation of Participants

The research contained students of sports sciences of state universities in the Eastern Black Sea region, and randomly selected 205 people as sample group.

Table 1: Participants' Descriptive Statistics

Variables	Groups	n	%
Age	18-20	128	62.4
	21-23	61	29.8
	24 and more	16	7.8
Gender	Male	125	61.0
	Female	80	39.0
Overall Academic Grade Point Average (GPA)	> 1.8	12	5.9
	1.81-2.99	110	53.7
	3.00-4.00	83	40.5
Residence	Homestay	114	55.6
	Dormitory	54	26.3
	House mates	37	18.0
Family Income Level	Low	95	46.4
	Middle	72	35.1
	High	38	18.5
Weekly Study Time	0-5	137	66.8
	6-10	60	29.3
	11 hours and more	8	3.9
Sport Type	Team	136	66.3
	Individual	69	33.7
	Toplam	205	100

According to the age variable, 62.4% of the participants' are 18-20, 29.8% are 21-23, 7.8% are 24 years and above, according to the gender variable, 61.0% are male, 39.0% of them are women, according to the GPA variable, 5.9% of them have lower than 1.8, 53.7% of them have 1.81-2.99, 40.5% of them have 3.00-4.00, according to the place of residence, 55.6% of them have a homestay, 26.3% of them live in a dormitory and 18.0% of them live with their friends,

according to the variable of family income level, 46.4% of them are low, 35.1% of them are middle and 18.5% of them are high, according to the variable of weekly study time, 66.8% of them study 1-5 hours, 29.3% of them study 6-10 hours and 3.9% of them study 11 hours or more, according to the variable of sport type, 66.3% of them study are team, 33.7% of them are individual sports.

Data Collection Tools

Socio-demographic form, academic self-efficacy and patience tendency scales were performed by participants.

Socio-demographic Form

It was consisted of seven questions: such as: age, gender, general general academic grade point, place of residence, family income level, weekly study time and sport type.

Academic Self-Efficacy Scale

Jerusalem and Schwarzer (1981) were developed the scale which includes 7 items and 4-point Likert-type. Cronbach Alpha value was presented as 0.87. Adaptation to Turkish culture was done by Yılmaz et al. (2007). The Cronbach Alpha value was reported as .79.

University Students Patience Tendency Scale

Çeliköz and Gül (2018) were developed the scale which consists of 21 items and 3 factors and 5-point Likert type. The Cronbach Alpha value was reported as .86. In addition, the Cronbach Alpha values of the sub-dimensions vary between .91 (Patience Against Intolerance) and .70 (Patience Against Hastiness) (Çeliköz and Gül., 2018).

Statistical Analysis of Data

Statistical analysis was performed in computer environment. The arithmetic averages of scales are presented. Pearson Correlation analysis was used.

3. FINDINGS

Table 2: Descriptive statistics of the participants' on the scales (n=205)

Skales	Min	Max	X±Sd
Academic self-efficacy	11.00	28.00	24.088±2.884
Patience against intolerance	10.00	50.00	24.395±7.562
Patience against hastiness	6.00	30.00	17.073±3.109
Patience against anger	5.00	25.00	16.571±4.958
Patience tendency total	21.00	105.00	58.039±10.784

The academic self-efficacy of the candidates was at the level of 24.088±2.884. The total score of the patience tendency of participants was 58.039±10.784, and when the sub-dimensions were examined, it was determined that patience against intolerance was 24.395±7.562, patience against hastiness was 17.073±3.109, and patience against anger was 16.571±4.958.

Table 3: The relationship between participants' academic self-efficacy and patience tendency (n=205)

		Patience against intolerance	Patience against hastiness	Patience against anger	Patience tendency total
Academic self-efficacy	r	-.020	.296	.347	.271
	p	.773	.000	.000	.000
	n	205	205	205	205

A positively low-level correlation was seen between scales scores ($r=.271$, $p=.000$) of participants. When the patience tendency sub-headings were examined, no relationship was found between academic self-efficacy and patience against intolerance ($r=-.020$, $p=.773$), while there was no relationship between patience against hastiness ($r=.296$, $p=.000$) and low against anger. A moderately positive relationship was found between patience ($r=.347$, $p=.000$).

4. DISCUSSION

Academic success, which is the most desired result of education today, has a great importance both socially and individually. It's seen that the academic self efficacy scores of the participants were high. Studies reporting that teacher candidates have high (Alemdağ et al., 2014; Ünlü and Kalemoğlu, 2011; Eroğlu and Yıldırım, 2018; Biricik, 2015) or moderate (Cihan, 2014 and Tekeli, 2017; Ünlü and Erbaş, 2018) academic self-efficacy scores were encountered. In a study conducted by Şeker (2017) on pre-service music teachers, was stated as moderate. Also, Durdukoca (2010) and Oğuz (2012) reported that the academic self-efficacy of prospective classroom teachers is moderate. Yalmacı and Aydın (2014), stated that the academic self-efficacy levels of science teacher candidates are high. In our study, it is thought that the high self-efficacy levels of the participants are due to the differences in education stemming from the course characteristics in the curriculum of the relevant department and the advantages that the ongoing sports life of the participants provides them.

In the present study, it was determined that the total and sub-dimensions of the patience tendency of the participants were at an average level. A very few studies on patience tendencies were found. Çeliköz and Gül (2018) reported in their study that university students have a high tendency to patience. Similarly, Ermiş and İmamoğlu (2019) determined that university students have high levels of patience. In this study, it is thought that the teacher candidates' having a moderate level of patience is due to the effect of the individual or team sports that the participants have been dealing with from the past to the present on their personality development. Again, in our study, a positively low-level correlation was found between academic self-efficacy and patience tendencies. While no relationship was found between academic self-efficacy and patience against intolerance, which is one of the sub-headings of patience tendency, a positively low level correlation was found between patience against hastiness and a moderate positive relationship between patience against anger. No research has been found in the literature on academic self-efficacy and patience tendencies of any sample group. In the

literature, academic self-efficacy orientation (Kayaş, 2013), academic motivation (Akbay and Gizir, 2010; Aydın, 2010; Alemdağ et al., 2014; Koca and Dadandı, 2019) and performance approach orientation (Bell and Kozlowski, 2002; Cellar et al., 2011). In addition, in the literature, studies which state that there is a relationship between patience and social support (Koç and Arslan, 2019), personality traits (Özdal, 2021), self-determination, self-understanding and personality traits (Eliüşk, 2014), and psychological well-being (Doğan, 2017) have been found.

In the literature, it is stated that a student with strong academic self-efficacy can make many attempts to achieve success in the face of a difficult problem (Bandura, 1997; Edmonds, 2002). On the other hand, Satıcı (2013) stated in his study that a student with low academic self-efficacy can stop insisting on a solution, believing that he will fail when faced with a difficult problem. Self-efficacy affects the student's motivation, thinking patterns, behaviors, perception of self-control and academic success. However, perfectionist thinking and behavior can sometimes affect talented students in the direction of failure and reduce their academic achievement levels. (Merriman, 2012).

In their study, Eroğlu and Yıldırım (2018) reported that individuals with academic self-efficacy will not avoid the difficulties they face while fulfilling an academic task and can be extremely determined to achieve success. In line with this information, it can be said that a student can achieve academic success by working resolutely and without giving up in the face of a problem, thus increase his academic self-efficacy. In such cases, the student's ability to learn an academic skill and transfer it to life may cause a change in patience tendencies. Mehrabian (1999) stated in his study that people with a tendency to patience can face and work with difficulties until they succeed the goal. In the study, İmamoğlu (2017) stated that as the rate of exercise increases, the tendency to be patient increases, and being physically active and competing as an athlete increases the patience of university students who do not do sports. Doğan's (2017) study reported that highly patient individuals are able to regulate their own behavior, do not allow events beyond their control, struggle with social pressures, and have high beliefs. In line with this information, it can be stated that an individuals with a high level of patience can effectively direct the life of themselves and their surroundings in line with their wishes and needs. In order for this situation to occur, it is thought that in order to reach the needs of the individual, both general and academic self-efficacy should be high. In this study, it is thought that pre-service teachers try to be successful in difficult situations that may arise in learning and transferring the necessary knowledge and skills during their academic development.

5. CONCLUSION

Findings obtained in our study, courses that will contribute to the development of students' academic self-efficacy can be added to the curriculum of the physical education and sports school and the faculty of sports sciences.

In order to increase the patience tendencies of physical education and sports teacher candidates, support can be provided by increasing the rate of exercise.

The relationship between academic self-efficacy levels and patience tendencies of participants was examined. Studies can be carried out with a sample group consisting of teacher candidates from different branches and physical education and sports teacher candidates.

More research on academic self-efficacy and patience tendencies, which are important in teacher candidates' academic lives, can be included in the literature.

The research was limited to physical education and sports teacher candidates in the eastern black sea region. This study can be conducted with different variables and teacher candidates in different regions.

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