



Full Length Research Article

EXAMINING THE RELATION BETWEEN THE GENERAL SELF – SUFFICIENCY LEVELS AND SELF – DIRECTED LEARNING READINESS LEVEL OF PHYSICAL EDUCATION TEACHERS (KAYSERİ EXAMPLE)

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ABSTRACT

The object of this study is to examine the relation between the general self – sufficiency levels and self – directed learning readiness levels of physical education teachers. In line with this object, randomly selected 120 physical education teachers working in Kayseri voluntarily participated in this study. The volunteers were asked to apply the Socio – Demographic Information Form, General Self – Sufficiency Scale which was adapted to Turkish in 2010 by Aypay and of which validity and reliability value was defined as .87 and the Self – Directed Learning Readiness Scale which was adapted to Turkish in 2009 by Şahin and Erden and of which validity and reliability value was defined as .93. Gathered information was recorded with IBM SPSS 22 named package program. The inventory total points giving personal information about the participants were given after determining the frequency (f) and percentage (%). The data had non-parametric distribution. Mann Whitney U, Kruskal Wallis analysis was used as statistical transaction and Spearman Correlation Analysis was applied to determine the relation between general self – sufficiency levels and self – directed learning readiness levels. As a consequence, it was determined that the general self – sufficiency level is related to gender and the self – directed learning readiness level is related to age and Professional experience and in addition, there is a medium level of meaningful relation between the general self – sufficiency level and the self – directed learning readiness level in positive direction. It may be thought that this situation was caused by the increase in self – believes of teachers in time, the continuous improvement of them, the change in their perspective on life in time, the shaping of future perceptions with obtained vital and Professional experiences, the establishment of regular social relations in addition to a strong self – reliance through sports and re-creative activities and the updated studies on physical education and scientific studies, the teachers who are focused on learning because of the contributions made for sports science by these studies.

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INTRODUCTION

Being defined as “the belief of a person about starting a performance in a manner to be effective on the events emerging around him and then continuing to that performance until the time when the result is gained”, General Self – Sufficiency term includes the elements such as the planning of an action, being aware of the required abilities and combining them, the motivation level gathered as a result of pre – assessing of gains to be collected after difficulties.

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(Uyaniker Adar, 2014). Thus, general self – sufficiency does not mean to be skilled; but it means for a person to trust his resources (Karademir, 2010; Yıldırım and İlhan İö, 2010). General self – sufficiency is defined as the reflection of skills of person to manage stress (Albayrak Okçin and Gerçeklioğlu, 2013). The work fields of teachers are multi – dimensional and they are not limited to educational activities alone in today’s world. In addition, the teachers take on many tasks about schedules, students, parents, school communities and fields (Pillay *et al.*, 2005). Teachers experience insufficiency, dissatisfaction and exhaustion in their works because of the frequent changings made in education policies, economic difficulties, work load, the lack of attention of parents and students and the problems they live with the school

administrators (Telef , 2011). Educational institutions are required to provide the essential qualifications to individuals, to track the changings closely and to renew themselves in this direction. Teachers bring the students new behaviors through the issued schedules. Teaching profession is a special profession about planning and implementing the educational and teaching activities and to take on the administrative tasks in educational institutions. Teacher realizes the tasks and responsibilities required by this profession and can be more sufficient in this profession by undertaking them effectively (Şahin, 2015). Individuals to gain and use the information in effective manner should use the mental process abilities such as questioning, analyzing and assessing. Learning requires the self – directed abilities as a process. The person should assess what he knows and does not know, should make a decision what he wants to know and should look for the ways to achieve this; because in learning process, the individual is an active participant arranging his own learning by getting into interactions with outer environment. Thus, the cognitive awareness should be ensured (Demir and Doğanay, 2009). At this point, when the object, target and processes of self – directed learning model are examined, it can be said that this is a model to bring the cognitive awareness required by the individuals (Karataş and Başbay, 2014). In the broadest meaning, self – directed learning is the act of individual to manage the learning process himself. For self – directed learning, the individual is required to define the learning objects and strategy, to make decision about the ways to use the resources and to assess the success and to manage and maintain the motivation ([Http://Www.Mapnp.Org/Library/Trngdev/](http://www.mapnp.org/library/trngdev/); Hwang Young and Gorrell, 2016). The students need the leadership and assistance of teachers in implementing these processes. The teachers should help them in being aware of their own ideas in teaching environment, in acting strategically and in directing the motivation to right aims (Kennedy *et al.*, 2016). To ensure the readiness of students for self – directed learning, the teachers have to gain their own self – directed learning skills at first (Şahin and Erden, 2008). The teachers can define the theoretical defects and application deficits thanks to the self – directed learning readiness. They can continue learning to fill the deficiencies and reach to a more sufficient level by developing themselves in their fields.

The physical education teachers who gained the skills of readiness for self – directed learning can both form a basis for students to learn in self – directed manner in theoretic and applied courses and help the students to gain the independent learning and life – long learning ability. When assessed from this point of view, there would be many contributions to be provided by teacher in terms of process, cognition and affective (Karataş and Başbay, 2014). When the literature was investigated, while the existence of studies examining the self – directed learning readiness levels and the general self – sufficiency levels of teachers in various branches was seen (Karademir, 2010; Pillay *et al.*, 2005; Şahin, 2015); there was no study made on the relation between general self – sufficiency levels and self – directed learning readiness levels of physical education teachers. The object of this study is to investigate the relation between general self – sufficiency levels and the self – directed learning readiness levels of physical education teachers.

MATERIALS AND METHODS

Constituting the Volunteers Group

The population of research was constituted by the physical education teachers working in Kayseri province and the sample was constituted by randomly selected 120 physical education teachers.

Data – Collection Tools

Socio – demographic information form: This form prepared by the researchers has 3 questions as gender, age and professional experience.

General Self – Sufficiency Scale

The volunteers participating in the study were asked to apply the General Self- Sufficiency Scale which was developed in 1995 by Schwarzer and Jerusalem and which was subjected to validity and reliability procedures after being adapted into Turkish in 2010. The total calculated Cronbach Alfa coefficient calculated of this scale was found as .87. The scale has 10 questions. The scale questions have 4 dial plates as “1 - Absolutely Wrong, 2 – Generally Wrong, 3- Moderately Right and 4- Absolutely Right” in Likert type. The lowest point to be taken from the scale is 10 and the highest point is 40. High point means the general self – sufficiency is high.

Original Self – Directed Learning Readiness Scale

The volunteers participating in the study were asked to apply the 40 questions of Self – Directed Learning Readiness Scale which was developed by Fisher and his colleagues and which was subjected to validity and reliability processes after being adapted to Turkish by Şahin and Erden (2008) in 2009. The internal consistency reliability of scale was calculated to determine the homology levels of articles and Cronbach’s alpha coefficient was calculated to determine the inhomogeneity of articles. The alpha coefficient of original scale with 3 factors and 52 materials was changing between .83 and .85. All the values were found meaningful in statistical term ($p=0.01$). The scale has Likert type of five grading as “1- Totally Disagree, 2- Disagree, 3-Partially Agree, 4- Agree and 5- Totally Agree”. This scale had 3 sub – dimensions. In the scale, Articles 13, 14, 15, 18, 19, 20, 21, 22, 23, 31, 32, 33, 34, 35, 36, 37, 39, 41, 44, 48 constitute the sub – dimension of self – direction; Articles 3, 5, 7, 8, 10, 26, 27, 28, 29, 30, 46, 47, 49, 50, 51, 52 constitute the sub – dimension of learning eagerness and Articles 1, 2, 3, 4, 6, 9, 11, 12, 16, 17, 24, 25, 38, 40, 42, 43, 45 constitute the sub –dimension of self – control (Şahin, 2015). The lowest grade to be taken from the entire scale is 42 and the highest grade is 210. The lowest grade to be taken from 40 questions of scale translated by Şahin and Erden (2008) in Turkish after being subjected to validity and reliability studies in 2009 is 40 and the highest grade is 200. Regarding the articles in the scale, the grades in between 42 and 98 points mean low, the grades in between 99 and 155 points mean medium and the grades in between 156 and 210 points mean high level of self – directed learning readiness. For findings regarding the reliability of scale, Cronbach Alpha coefficients and article total correlation

coefficients were calculated. For the entire scale, it was calculated as .93; in self – directed sub – dimension, it was calculated as .85 and the article total test correlation coefficients were calculated between .36 and .68; in learning – willingness sub – dimension, it was calculated as .84 article total test correlation coefficients were calculated between .31 and .76; in self –directed sub-dimension, it was calculated as .84 and article total test correlation coefficients were calculated between .39 and .73. Gathered findings show that the scale can be accepted as a reliable assessment instrument (Tezbaşaran, 1997; Nunnally, 1978; Hair *et al.*, 1998).

Statistical Assessment

Gathered data was recorded with IBM SPSS 22 named package program. The inventory total points giving personal information about the participants were given after determining the frequency (f) and percentage (%). The data had non-parametric distribution. Mann Whitney U, Kruskal Wallis analysis was used as statistical transaction and Spearman Correlation Analysis was applied to determine the relation between general self – sufficiency levels and self – directed learning readiness levels.

RESULTS

In Table 1, when the volunteers are investigated by their genders, it was seen that 61,7% of them is male and 38,3% of them is female.

28 and 32, 26,7% was between 33 and 37 and 40,8% was 38 and older. When professional experience of participants was examined, it was seen that 25,0% has 1-5 years of experience; 25,8% has 6-10 years of experience and 49,2% has 11 years and more experience. In Table-2, it was determined that the general self – sufficiency level scores of volunteers participating in the study was $33,77 \pm 5,56$ and the self – directed learning readiness level scores of them was $175,58 \pm 14,66$ (Table 2). Comparison of general self-sufficiency and Self-Directed Learning Readiness Levels total scores of participants by gender was given in Table 3. It was determined that there is a substantial statistical difference among total general self-sufficiency levels of participants by gender ($p < 0.05$). It was determined that there is no substantial statistical difference among total Self-Directed Learning Readiness Level Scores by gender among participants ($p > 0.05$). Comparison of General Self-Sufficiency and Self-Directed Learning Readiness Levels total scores of participants by age was given in Table 5. It was determined that there is a substantial statistical difference among 23-27 age group and 38 and older age of group in Self-Directed Learning Readiness Level of participants by age groups ($p < 0.05$). Comparison of General Self-Sufficiency and Self-Directed Learning Readiness Levels total scores of participants by Professional Experiences was given in Table 5. It was determined that there is a substantial statistical difference among Self-Directed Learning Readiness Levels of participants by Professional Experiences as 1-5 years and 11 + years. ($p < 0.05$).

Table 1. Demographical Features of Participants

		n	f
Gender	Male	74	61,7
	Female	46	38,3
Age	23-27	21	17,5
	28-32	18	15,0
	33-37	32	26,7
	38 +	49	40,8
Professional Experience	1-5 years	30	25,0
	6-10-years	31	25,8
	11 years +	59	49,2

Table 2. Descriptive Statistics of Points Taken by the Participants from the Scale

	N	Min.	Max.	X±SS
General Self - Sufficiency	120	21	56	33,77±5,56
Self – Directed Learning Readiness	120	125	217	175,58±14,66

Table 3. Assessing the Participant's General Self - Sufficiency Levels and Self-Directed Learning Readiness Levels by Gender

	Gender	n	Middle	min	max	Z	P
General Self-Sufficiency	Bay	74	35,00	23,00	56,00	-2,055	,040
	Female	46	33,00	21,00	55,00		
Self-Directed Learning Readiness	Bay	74	178,00	125,00	217,00	-,888	,374
	Female	46	174,50	130,00	198,00		

Table 4. Assessing the Participant's General Self - Sufficiency Levels and Self-Directed Learning Readiness Levels by Age

	Age	n	Middle	min	max	X ²	P	Difference
General self-sufficiency	23-27	21	33,00	21,00	56,00	5,044	.169	-
	28-32	18	31,50	23,00	40,00			
	33-37	32	34,00	24,00	43,00			
	38 +	49	34,00	23,00	40,00			
Self-Directed Learning Readiness	23-27	21	169,00	139,00	194,00	11,468	,009*	1-4
	28-32	18	173,50	125,00	198,00			
	33-37	32	177,00	154,00	217,00			
	38 +	49	180,00	148,00	200,00			

Table 5. Assessing the Participant’s General Self - Sufficiency Levels and Self-Directed Learning Readiness Levels by Professional Experiences

	Professional Experience	n	Middle	min	max	X ²	P	Fark
General self-sufficiency	1-5 years	30	33,00	21,00	56,00	3,353	,187	-
	6-10 years	31	33,00	23,00	43,00			
	11 +	59	34,00	25,00	40,00			
Self-Directed Learning Readiness	1-5 years	30	170,50	139,00	195,00	6,366	,036	1-3
	6-10 years	31	176,00	130,00	217,00			
	11 +	59	179,00	125,00	200,00			

Table 6 Analysis of Relation between General self-sufficiency level and Self-Directed Learning Readiness Level

		1	2
General self-sufficiency	r	1	
	p		
Self-Directed Learning Readiness	r	,457**	1
	p	,000	

P<0,005* p<0,001**

When Table 6 was investigated, it was determined that there is a middle level of meaningful relation in positive direction between general self-sufficiency levels and Self-Directed Learning Readiness levels.

DISCUSSION AND CONCLUSION

It can be said that the general self – sufficiency is an important structure for Self-Directed Learning Readiness (18). In order to reach the target in self – directed learning, to make planning, to implement the taken decisions, to conduct scientific activities and to create the products of learning and practices, the self – sufficiency of individual is important. It was determined that the general self-sufficiency level score of volunteers participating in the study was 33,77±5,56 and Self-Directed Learning Readiness Level score of them was 175,58±14,66 (Table 2). When the literature was investigated, general self-sufficiency score was determined as 32,65±4.58 in the study implemented by Uysal (2013) on academicians. This study is parallel with our findings. When it is thought that the lowest grade to be taken from the scale was 10 and the highest grade was 40 (14), it is seen that the General Self - Sufficiency Levels of physical education teachers in this study is high.

Regarding the articles in Self-Directed Learning Readiness scale, 42-98 score interval means low, 99-155 score interval means middle and 156-210 score interval means high level of self – directed learning readiness level (Şahin and Erden, 2008). Collected findings show that the physical education teachers have high self-directed learning readiness levels. It may be thought that this situation is caused by the theoretical and applied courses of physical education teachers taken during undergraduate study and their planned and programmed studies thanks to the interested sports, their good relations and their well self – reliance. It was determined that there is a statistical substantial difference among self – sufficiency level scores of participants by gender (p<0.05). Despite the statistical substantial difference determined among Self-Directed Learning Readiness Level scores of participants by gender (p>0.05); it is seen that the self – directed learning readiness scores of male participants is higher than the females. When the literature was investigated, there was no substantial difference by general self – sufficiency believes of

academicians by gender in the study applied on academicians by Uysal (2013). In another study conducted by Aypay (2010), a substantial difference was determined by gender in general self-sufficiency scores. This study corresponds to our findings. It is thought that this situation is caused by the reasons that the sports activities of male physical education teachers are more wide-spread than female physical education teachers, that the male participants are more active than female ones in individual and team sports in pre and post license period, they have more opportunities to participate in sports activities, that the socialization, self – reliance and communication skills provided by physical education and sports to individuals positively affect the general self-sufficiency level. In the study conducted by Şahin (2015) on teachers of vocational high school, there was no substantial statistical difference among Self-Directed Learning Readiness levels by gender. This study is parallel with our findings.

This situation may be thought as being caused by their competence in planning and decision – making which make contributions to Self-Directed Learning Readiness Level because of male participants who have no difficulty in passing the courses undertaken in education period and by being disciplined with sports and physical education. Despite the condition that there was no statistical substantial difference determined among general self-sufficiency levels by age groups, it is seen that the highest general self-sufficiency level score belongs to the physical education teacher who are 33 years old and older (Table 4). When the literature was investigated, Aypay (2010) it was determined that there is a substantial relation between general self-sufficiency level score and age. This study is not in parallel with our findings. It may be thought that this situation is caused by the professional and experiential experiences gathered by the person and by social activities made thanks to the sportive and re-creative activities and also by information and knowledge collected in education period of individuals. It was determined that there is a substantial statistical difference among 23-27 age group and 38+ age group in Self-Directed Learning Readiness Levels by age group (p<0.05). In the study conducted by Şahin (2015) on Vocational High School teachers, there was no statistical substantial difference in Self-Directed Learning Readiness Level by age. There was no study that may support our

findings. When it is thought that the individuals should know their own personal features (attitude, belief, values, competencies, etc.) to more - effectively maintain the self - directed learning, it may also be thought that this situation is caused by the experiences and values gained in time and thus, this is effective on planning, decision making and willingness to learn. There was no statistical substantial difference determined in general self - sufficiency level scores of participants by Professional Experience. It is seen that the highest scores belong 11 to the teachers who have 11 years and longer time of Professional Experience (Table 5). In the study conducted by Adar Uyaniker (1) on the administering nurses, there was no substantial difference in general self-sufficiency level scores of participants by Professional Experience. This study supports our findings. It may be thought that this situation is caused by the teachers who develop themselves in time by gathering information and experience, who gain self -reliance and who improve themselves. It was determined that there is a statistical substantial difference among 1-5 years and 11 years and longer time of Professional Experiences of participants by Self-Directed Learning Readiness Levels ($p < 0.05$). In the study conducted by Dener (21) on doctors and nurses, it was seen that there was no substantial statistical difference by active work hours among Self-Directed Learning Readiness Level.

There was no study supporting our study in the literature. It is seen that the individuals should have some several critical cognitive, effective and psychomotor features to ensure the Self-Directed Learning Readiness. When it is thought that the factors such as the characteristic features, the attitudes against learning, cognitive and effective competence, education level of individual, personal characteristics, learning styles, life satisfaction, health conditions, self - management, critical thinking and awareness, motivation, general self - sufficiency, academic achievements have important roles in gathering the self- directed learning skill (Corno, 1992; Mezirow Ja, 1985; Fisher *et al.*, 2001; Garrison, 1997; Karataş, 2013); it may be thought that this situation is caused by the teachers who improve themselves in time who are inclined to learn and investigate in addition to the experience and knowledge that they gained during education period, the participation to sports activities and the professional and experiential experiences about growing the sportsmen in time. It was determined that there is a substantial positive, medium relation between General Self - Sufficiency Levels and Self-Directed Learning Readiness Levels of participants (Table 6). When the literature was investigated, no high correlation value was found between self - directed learning readiness levels and general self - sufficiency levels of teacher candidates in the study conducted by Karataş (Karataş, 2013) on teacher candidates. When the other studies are examined in literature; Lema and Agrusa (2006), Şahin and Erden (2008) and Hughes (2010) stated in their studies that there is a positive and substantial relation between Self-Directed Learning Readiness and General Self - Sufficiency. It may be thought that this situation is caused because of the aims of updating themselves and reaching to their learning targets because of being learning - oriented people as a result of high level of general self - sufficiency of physical education teachers. As a conclusion, it was determined that there is a middle grade of positive,

substantial relation between general self-sufficiency level and self -directed learning readiness levels in addition that the general self-sufficiency level is related to gender and self-directed learning readiness is related to gender and Professional Experience. It may be thought that this situation was caused by regular social relations of physical education teachers and current scientific studies on physical education and sports and also the teachers who are always learning - oriented as a result of the contributions made by this study in sports science studies on sports in addition to the increase in self - reliance of teachers, their continuous updating, the changings seen in their life perspectives, the shaping of future perceptions with gained experiential and vocational accumulation and the sustainability of string self-reliance by sports and re-creative activities (Carter Mcn, 2016; Hwang Young and Gorrell, 2016).

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