

THE EFFECT OF PROFESSIONAL ATTITUDE ON JOB CHARACTERISTICS: A STUDY ON PHYSICAL EDUCATION TEACHERS (CASE OF KAYSERİ PROVINCE)

O EFEITO DA ATITUDE PROFISSIONAL SOBRE AS CARACTERÍSTICAS DO TRABALHO: UM ESTUDO SOBRE PROFESSORES DE EDUCAÇÃO FÍSICA (CASO DA PROVÍNCIA KAYSERİ)*

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Abstract: The aim of this study is to examine the effect of physical education and sports teachers' professional attitude levels on job characteristics. 243 volunteers selected by a simple random method among the physical education and sports teachers who work in public and private primary and secondary education institutions throughout the province of Kayseri participated in the study. The Google Forms platform was used to collect data. This method was preferred in order to maintain social distance during the pandemic period. In this period, information and questionnaires about the study were conveyed to the volunteers through social networks. Volunteers who participated in the study were asked to fill in the personal information form, the attitude towards the teaching profession and the job characteristics of the teaching profession. The data obtained in the study were analyzed in computer environment by using IBM SPSS 22.0 program. Variables are expressed using mean \pm standard deviation, percentage and frequency values. While Pearson correlation analysis was applied to reveal the relationships between scales, logistic regression analysis was applied to determine the predictive power of scale scores. For the significance level of the tests, $p < 0,05$ and $p < 0,01$ values were accepted. As a result, it has been determined that the attitude towards the profession and job characteristics of physical education and sports teachers participating in the study are above average. Also, it has been determined that there is a positive relationship between the attitude towards the profession and job characteristics, and the model created is also significant. It is thought that this situation stems from the fact that physical education and sports teachers try to perform their profession in the best way in terms of attitude and job characteristics in line with the duties and responsibilities they have gained from their sports years and their personal self-sacrifice during university education.

Keywords: Physical Education. Teacher Profession Attitude. Job Characteristic.

Resumo: O objetivo deste estudo é examinar o efeito da educação física e da atitude profissional dos professores de esportes sobre as características do trabalho. 243 voluntários selecionados por um método aleatório simples entre os professores de educação física e de

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esportes que trabalham em instituições públicas e privadas de educação primária e secundária em toda a província de Kayseri participaram do estudo. A plataforma Google Forms foi utilizada para a coleta de dados. Este método foi preferido a fim de manter a distância social durante o período pandêmico. Neste período, informações e questionários sobre o estudo foram transmitidos aos voluntários através de redes sociais. Os voluntários que participaram do estudo foram solicitados a preencher o formulário de informações pessoais, a atitude em relação à profissão docente e as características de trabalho da profissão docente. Os dados obtidos no estudo foram analisados em ambiente de computador utilizando o programa IBM SPSS 22.0. As variáveis são expressas usando médias \pm desvio padrão, valores percentuais e de frequência. Enquanto a análise de correlação Pearson foi aplicada para revelar as relações entre as escalas, a análise de regressão logística foi aplicada para determinar o poder preditivo das pontuações da escala. Para o nível de significância dos testes, foram aceitos os valores $p < 0,05$ e $p < 0,01$. Como resultado, foi determinado que a atitude em relação à profissão e às características de trabalho dos professores de educação física e de esportes que participam do estudo estão acima da média. Também foi determinado que existe uma relação positiva entre a atitude em relação à profissão e as características do trabalho, e o modelo criado também é significativo. Pensa-se que esta situação decorre do fato de que os professores de educação física e de esportes tentam exercer sua profissão da melhor maneira possível em termos de atitude e características de trabalho, de acordo com os deveres e responsabilidades que ganharam com seus anos de esporte e seu auto sacrifício pessoal durante a educação universitária.

Palavras-chave: Educação Física, Atitude de Profissão Docente, Características do Trabalho.

INTRODUCTION

Today, which is defined as the information age with the innovations in information technologies, the developments experienced have changed the social values, professional competencies and the knowledge and skills that people should have by affecting the education systems as well as different fields. In order for societies to survive, the necessary information should be conveyed through an efficient education system. It is accepted that education has three basic elements to be efficient. These are student, teacher and educational programs (Karagözoğlu, 1987). The teacher, who has an important place in the education system, should be a good observer and guide in line with the goals of teaching-learning periods in order to ensure efficiency in education. In this context, teachers are important in terms of understanding students' learning efforts and helping them to achieve learning (Martinez-Pons, 2000).

Therefore, training qualified teachers is one of the important issues of education. It is known that besides equipping teachers with sufficient knowledge and skills, affective attitudes towards teaching are also important in raising qualified teachers (Başbay et al, 2009). Attitude is a phenomenon belonging to the individual and this phenomenon, which is formed as a result of individual experiences, is in integrity and consistency (Şentürk, 2015). According to Tavşancıl (2006), attitude continues in a certain period of the individual's life in addition to having a learned and permanent feature by living. Attitudes cannot be seen. They are not concrete behavior, but they are tendencies that prepare the occurrence of the behavior.

Individual's attitudes towards his/her profession affect his/her performance at his/her job. This is especially true for teaching because the teaching profession is a profession that requires patience and perseverance for a very long time. Teachers need a long time to see the results of their efforts on students; which turns the teaching profession into a demanding and difficult profession. There are different opinions about the features of the teaching profession. However, the common view is that teaching is a professional profession that requires discovering and developing students' abilities and showing them exemplary behaviors (Polat and Özdemir, 2018).

Physical education and sports teachers, the subject of the study, conduct physical education classes in schools. Demirhan (1998) defines the physical education teacher as "the person who develops both the physical and mental aspects of the individual as a whole, as well as plans the education by taking into account the environmental factors and the individual characteristics of each student". In the light of this information, it is inevitable that physical education and sports teachers have different job characteristics in raising physically and mentally healthy individuals in terms of their job characteristics.

"Job Characteristics Model" developed by Hackman and Oldham (1975) is a theory that deals with the internal factors that affect the employee's job motivation and satisfaction. This theory is aimed at determining basic psychological states to improve job satisfaction and high performance motivation (Hackman and Oldham, 1980).

In the literature review conducted by the researcher, It has been observed that there are studies examining the levels of the professional attitude and job features of the teachers or candidates in various branches (Durmuşoğlu et al., 2009; Gülşen and Seyratlı, 2014; Bulut, 2009; Bozdoğan et al 2007; Alp and Sungu 2016; Daryanto, 2014; Meriç and Erdem, 2020; Barnabé and Burns, 1994; Çelikten, 2005). However, no study has been found that examines the professional attitudes and job characteristics of physical education and sports teachers

together. The aim of this study is to examine the effect of physical education and sports teachers' professional attitude levels on job characteristics.

METHODOLOGY

Study Model

In the study, a descriptive (survey) and correlational survey method was used to reveal the current situation. Descriptive survey models are a research approach that aims to describe a past or present situation as it exists. An attempt is made to define the research topic, can be an individual or an object, in its own conditions and as it is. No effort is made to change and influence them in any way. On the other hand, correlational survey models are research models aiming at determining the existence and/or degree of co-variation between two or more variables (Karasar, 2004).

Forming Volunteer Groups

243 volunteers selected by a simple random method among the physical education and sports teachers who work in public and private primary and secondary education institutions throughout the province of Kayseri participated in the study.

Table 1. Descriptive Statistics of the Participants

Variables	Groups	n	%
Gender	Female	68	27,9
	Male	175	72,1
	Total	243	100
Age	22-30	28	11,5
	31-40	72	29,6
	41-50	86	35,4
	51-60	57	23,5
	Total	243	100
Marital Status	Single	42	17,3
	Married	201	82,7
	Total	243	100
Years in Profession	1-10	33	13,5
	11-20	84	34,5
	21-30	126	52
	Total	243	100
Educational Background	Bachelor	221	90,1
	Postgraduate	22	9,9
	Total	243	100

When Table 1 is examined, it has been determined that according to gender variable, 27.9% of the physical education and sports teachers participating in the study are female,

72.1% are male; according to age variable, 11.5% of them are between the ages of 22-30, 29.6% are 31-40, 35.4% are 41-50, 23.5% are 51-60 years old; according to the marital status variable, 17.3% are single, 82.7% are married; according to the years in profession variable, 13.5% are between 1-10 years, 34.5% are between 11-20 and 52% are between 21-30 years. It has been determined that according to the educational background variable, 90.1% of them have bachelor and 9.9% have postgraduate degree.

Data Collection Tools

The Google Forms platform was used to collect data. This method was preferred in order to maintain social distance during the pandemic period. In this period, information and questionnaires about the study were conveyed to the volunteers through social networks. Volunteers who participated in the study were asked to fill in the personal information form, the scales of attitude towards the teaching profession and the job characteristics of the teaching profession.

Personal Information Form

Five questions including gender, age, marital status, years in profession and educational background of physical education and sports teachers were applied.

Attitude Scale Towards Teaching Profession:

It is a 12-item, one-factor scale developed by Kahramanoğlu et al (2018) in order to reveal the attitudes of teachers/teacher candidates towards the teaching profession. The items in the measurement tool are graded in the form of a five-point Likert scale that ranges from Totally Agree (5) to Totally Disagree (1). Within the scope of reliability study, Cronbach Alpha reliability was reported as 0.85.

Job Characteristics of Teaching Profession Scale:

The scale whose aim is to evaluate the characteristics of the teaching profession with teachers' opinions developed by Polat and Ozdemir (2018) based on Job Characteristics Model by Hackman and Oldham (1975). The scale contains 35 items. The scale has five sub-headings: "Teacher Competencies", "Teacher Roles and Responsibilities", "Importance of Teaching Profession", "Teacher Autonomy" and "Feedback on Teaching Profession Performance". The scale is graded as a five-point Likert scale that ranges between "I totally disagree" and "I totally agree". The reliability coefficient of the original scale was found to be .89 in terms of Teacher Competencies subheading, .88 in terms of Teacher Role and Responsibilities, .79 in terms of Importance of Teaching Profession, .82 in terms of Teacher Autonomy, .71 in terms of Feedback on Teacher Performance. In total, it was .90.

Data Analysis

The data obtained in the study were analyzed in computer environment by using IBM SPSS 22.0 program. The skewness and kurtosis distributions are given according to the statistics of the data obtained in the study. After checking the prerequisites for normality of variables and homogeneity of variances, Kolmogorov-Smirnov test was evaluated.

Table 3. Skewness-Kurtosis and Kolmogorov-Smirnov Test Significance Level Results of Physical Education Teachers' Scale Scores

	n	Skewness	Kurtosis	p
Attitude Towards Teaching Profession	243	-.105	.721	.004
Teacher Competencies	243	.235	.542	.009
Teacher Roles and Responsibilities	243	.181	-.285	.020
The Importance of the Teaching Profession	243	.441	.480	.003
Teacher Autonomy	243	.543	.546	.000
Feedback on Teacher Performance	243	.882	.783	.000

When the Kolmogorov-Smirnov Test results are examined in Table 3, it is observed that the deviations from normality of the scores of physical education and sports teachers from the attitude towards the teaching profession and the job characteristics of the teaching profession are at significant levels. Application of the Kolmogorov-Smirnov test is only one of the methods used to examine the state of normality. When the normal distribution curves were examined, it was seen that there were no excessive deviations from the normality. In the literature, studies have been identified that support that these values should be in the ± 1 interval, excessive deviations from normality should not be and should be considered ideal (Büyüköztürk, 2007; George & Mallery, 2016).

Variables are expressed using mean \pm standard deviation, percentage and frequency values. Correlation analysis was applied to reveal the relationships between the scores obtained from the scales. Pearson correlation test was applied to determine the relationship between the attitude towards the Teaching Profession score and the Teaching Professional Job Characteristics scores. Logistic regression analysis was applied to determine the predictive power of the attitude towards the profession score of the Teaching Professional Job Characteristics scores. For the significance level of the tests, $p < 0,05$ and $p < 0,01$ values were accepted.

RESULTS

Table 4. Descriptive Statistics of Scores Obtained from Scales

	n	Min	Max	X±SD
Attitude Towards Teaching Profession	243	20.00	60.00	38.19±6.83
Teacher Competencies	243	11.00	52.00	33.17±5.62
Teacher Roles and Responsibilities	243	14.00	29.00	22.35±3.45
The Importance of the Teaching Profession	243	4.00	20.00	10.11±3.76
Teacher Autonomy	243	15.00	39.00	27.35±3.61
Feedback on Teacher Performance	243	7.00	20.00	12.12±2.42

When Table 4 is examined, it has been determined that the attitudes towards the teaching profession of the physical education teachers who participated in the study are at the level of 38.19±6.83. It has been determined that among the sub-headings of the teaching profession job characteristics, teacher competencies are at the level of 33.17±5.62, teacher roles and responsibilities are at the level of 22.35±3.45, the importance of the teaching profession is at the level of 10.11±3.76, teacher autonomy is at the level of 27.35±3.61, and feedback on teacher performance is at the level of 11.12±2.42.

Table 5. The Relationship Between Attitudes of Participants towards the Teaching Profession and Professional Job Characteristics

		Teacher Competencies	Teacher Roles and Responsibilities	The Importance of the Teaching Profession	Teacher Autonomy	Feedback on Teacher Performance
Attitude Towards the Teaching Profession	r	.608**	.281**	.452**	.314**	.246**
	p	.000	.000	.000	.000	.001
	n	243	243	243	243	243

When Table 5 is examined, a moderately significant positive correlation has been found between the participants' attitudes towards the teaching profession and teacher competencies subheading ($r=.608, p=.000$), from professional job characteristics sub-headings. In addition, a low level of positive correlation has been found between sub-dimensions of teacher roles and responsibilities ($r=.281, p=.000$), the importance of the teaching profession ($r=.452, p=.000$), teacher autonomy ($r=.314, p=.000$) and feedback on teacher performance ($r=.246, p=.001$).

Table 6. The Prediction of the Attitudes of Participants towards the Teaching Profession on Professional Job Characteristics

		β	t	p	R	R ²	F	p
Attitude Towards the Teaching Profession	Job Characteristics of Teaching Profession				.627	.393	21.390	.000
	Teacher Competencies	.493	6.448	.000				
	Teacher Roles and Responsibilities	.039	.579	.563				
	The Importance of the Teaching Profession	.152	1.981	.049				
	Teacher Autonomy	.052	.722	.472				
	Feedback on Teacher Performance	-.009	-.132	.895				

When Table 6 is examined, the model presents a significant relationship between the attitude towards the teaching profession and the job characteristics of the teaching profession ($R=.627$, $R^2=.393$, $p<0.05$). When the t-test results regarding the significance of the regression coefficients are examined, it has been seen that teacher competencies ($t=6.448$, $p=.000$) and the importance of the teaching profession ($t=1.981$, $p=.049$) predict the attitude towards the teaching profession and explain 39.3% of the total variance. ($F_{(5,237)} = 21.390$, $p <.05$).

DISCUSSION AND CONCLUSION

Today, it can be said that the role of teachers is very important in raising students with the rapid change, developments, intellectual knowledge and skills required by science and technology. Since teaching is a profession that shapes the life style of individuals and society, it is one of the basic elements that make the education of a society effective and productive. In addition, teaching is considered as a unique and leading profession among all professions since it undertakes the task of training staff for other professions (Alkan, 2000). The teaching profession is extremely important in terms of human sensitivities. It is thought that individuals who choose this profession should have a sufficient level of sensitivity and job characteristics towards the people they will serve. In today's society, it is known that the place and importance of sports activities are indisputable in order to protect individuals from all undesirable behaviors and to reach the determined short, medium and long term goals.

A positive correlation was found between attitudes towards the teaching profession and the sub-headings of the teaching profession job characteristics of physical education and sports teachers who participated in the study (Table 5). It has been observed that as the attitude levels of teachers towards the profession increase, their professional job characteristics also increase. These two values are thought to have an important place in fulfilling the duty responsibilities required by the teaching profession. It is thought that having a positive professional attitude has the quality that will enable physical education and sports teachers to gain competence in their profession and to gain awareness of the importance of the profession, a sense of belonging and working with a sense of duty. The idea of raising individuals who are beneficial to society, which is the basis of the teaching profession, can be developed more thanks to these values of teachers and can direct their personal development and then their professional development. In this sense, it is thought that physical education and sports teachers, who form our sample, will train qualified athletes and make a high level of effort for their success.

It has been determined that the model presents a meaningful relationship between the attitudes towards the teaching profession and the teaching profession job characteristics of physical education and sports teachers who participated in the study, and also a relationship has been determined between the attitude towards the profession and the teacher competencies and the importance of the teaching profession, which are subheadings of the teaching profession job characteristics (Table 6).

In the literature review conducted by the researcher, it has been found that there are studies reporting that attitudes towards the teaching profession it is related to various variables such as self-efficacy beliefs, teaching motivation, personality traits, anxiety, individual values, professional self-esteem and professional competence beliefs (Demirtaş et al, 2011; Ayık, 2014; Şenel et al, 2004; Doğan and Çoban, 2009; Parlar and Cansoy, 2016; Girgin et al, 2010). Similarly, there are studies reporting that teaching profession job characteristics are related to various variables such as dedication to the profession, work-life balance and motivation (Meriç & Erdem, 2020; Polat & Özdemir, 2020; Barnabé & Burns, 1994; Talebi & Shams, 2012).

Attitude is defined as a complex mental state that includes behaviors. Attitude towards profession refers to an individual's emotions, behaviors and commitment to the profession (Hussain et al, 2011). Teachers' attitudes towards their professions are generally related to their love of their professions, their commitment to their profession, their awareness that their profession is necessary and important socially, and their belief that they

have to constantly improve themselves as a requirement of their profession. Positive or negative attitudes on these issues are quite effective in guiding prospective teachers' professional behaviors. For this reason, students' learning experiences should be arranged in a way that creates positive attitudes towards the teaching profession (Çoşkun, 2011; Özkan, 2012). Because if the teacher is committed to his/her profession and has a positive attitude towards his/her profession, his/her performance will be better and his/her efforts will be more efficient (Hussain et al, 2011).

The characteristic of the teaching profession is that it is a professional profession that requires discovering and developing students' abilities and showing exemplary behaviors (Polat and Özdemir, 2018).

According to the job characteristics model, a person who confronts his/her basic job characteristics in his/her job experiences a psychological situation according to each feature, and this situation makes the person motivated to work and therefore engage in positive and desired work behaviors both for him/herself and the workplace. The first subheading or characteristic relates to whether a job allows the person doing the job to use various skills, it is skill variety. The second feature is the task identity that relates to the extent to which a job has been done by the relevant person from beginning to end or not. Third feature is the significance of the task that relates to whether a job is making significant changes in the lives of others. The fourth job feature is related to the "autonomy or freedom" that a person experiences in his job. This is more about an employee doing his or her job without instructions from anyone. Employees who experience freedom in their work experience a "sense of responsibility" in relation to their work psychologically. The final job characteristics of the job characteristics model is the "feedback" that is about the employee's getting information directly from him/her about the accuracy of a job he/she does. Those who receive feedback from their jobs feel "psychological result knowledge" (Hackman and Oldham, 1980, cited in Bilgiç, 2008).

It has been determined that the attitudes towards the teaching profession of the physical education and sports teachers who participated in the study and the teaching profession job characteristics are above average, and the model presents a meaningful relationship between their attitudes towards the teaching profession and the teaching profession job characteristics, and there is relation between attitude towards profession and teacher competencies, the importance of teaching profession, subheadings of teaching profession job characteristics. It is thought that the reason for this may be that physical education teachers, who understand the importance of their profession thanks to their

positive attitude towards their profession, will make an effort to improve themselves in this direction and they want to have a high level of knowledge and technical competence in their profession.

As a result, it has been determined that physical education and sports teachers', participating in the study, attitude towards the profession and job characteristics are above average. It has been determined that there is a positive relationship between the attitude towards the profession and job characteristics, and the model created is also significant. It is thought that this situation stems from the fact that physical education and sports teachers try to perform their profession in the best way in terms of attitude and job characteristics in line with the duties and responsibilities they have gained from their sports years and their personal self-sacrifice during university education.

SUGGESTIONS

- The values we have acquired as the subject of our research are the concepts at the center of the teaching profession. In our study, the relation between professional attitude and professional job characteristics was examined, but a broader interpretation can be made by examining the relationships with different variables.
- Teachers' effective fulfillment of the duties expected from them depends on determining the characteristics of themselves and their professions in pre-school education and providing the necessary information. In this context, it can be ensured that these trainings are carried out more effectively and with devotion.
- In order for Physical Education teachers to have a more positive attitude towards their profession, it can be stated that their branch has a very important place for the school, students and the society, and in this context, supportive service awards such as thank you certificates and thank you speeches can be organized.
- Awareness studies that improve professional attitude and job characteristics towards the profession can be carried out starting from lower education levels.
- The sample group of the study can be expanded and the professional attitude and professional job characteristics level of different branch teachers can be compared.

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