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**OPINIONS OF TEACHERS IN DIFFERENT BRANCHES ON THE
COMPETENCIES OF PHYSICAL EDUCATION AND SPORTS
TEACHERS¹**

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Abstract

In this study, it was aimed to examine the opinions of teachers in different branches about the competencies of physical education and sports teachers according to gender, age, marital status, teaching work year, school type and branch variables. The sample of the study consisted of 186 volunteer teachers who were selected according to the simple random sampling method, working in the central schools of Gölbasi District of Adıyaman. In the study, "The Views of Teachers from Different Branches Regarding the Competencies of Physical Education Teachers Scale" was used. Research data analysis, frequency and percentage analysis for descriptive statistics; Variance analysis (One-way ANOVA, independent sample t-test) was used to compare average scores in unrelated measurements, and Tukey test was used to determine between which groups the significant difference was. As a result of the research, it was determined that the opinions of teachers in different branches about the competencies of physical education teachers revealed significant differences according to the variables of age, marital status, school type. Accordingly, it was observed that teachers in different branches who had a high age

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level, were married and served in high school had significant differences in their views on the competence of physical education teachers.

Keywords: Education, Teacher, Physical education teacher, Qualification, Competence.

Farklı Branşlardaki Öğretmenlerin Beden Eğitimi ve Spor Öğretmenlerinin Yeterliliklerine İlişkin Görüşleri

Öz

Bu çalışmada, farklı branşlardaki öğretmenlerin beden eğitimi ve spor öğretmenlerinin yeterliliklerine ilişkin görüşlerinin cinsiyet, yaş, medeni durum, öğretim çalışma yılı, okul türü ve branş değişkenlerine göre incelenmesi amaçlanmıştır. Araştırmanın örneklemini Adıyaman ili Gölbaşı ilçesi merkez okullarında görev yapan basit tesadüfi örnekleme yöntemine göre seçilen 186 gönüllü öğretmen oluşturmuştur. Araştırmada "Farklı Branşlardan Öğretmenlerin Beden Eğitimi Öğretmenlerinin Yeterliliklerine İlişkin Görüşleri Ölçeği" kullanılmıştır. Tanımlayıcı istatistikler için araştırma veri analizi, frekans ve yüzde analizi; ilişkisiz ölçümlerdeki ortalama puanları karşılaştırmak için varyans analizi (Tek yönlü ANOVA, bağımsız örneklem t testi), hangi gruplar arasında anlamlı farkın olduğunu belirlemek için Tukey testi kullanılmıştır. Araştırma sonucunda farklı branşlardaki öğretmenlerin beden eğitimi öğretmenlerinin yeterliliklerine ilişkin görüşlerinin yaş, medeni durum, okul türü değişkenlerine göre anlamlı farklılıklar ortaya çıktığı tespit edilmiştir. Buna göre yaş düzeyi yüksek olan, evli olan ve lisede görev yapan farklı branştaki öğretmenlerin, beden eğitimi öğretmenlerinin yeterliliklerine ilişkin görüşlerinde anlamlı farklılıklar olduğu görülmüştür.

Anahtar Kelimeler: Eğitim, Öğretmen, Beden eğitimi öğretmeni, Nitelik, Yeterlik

INTRODUCTION

The fact that the world is in a continuous change and development affects individuals deeply. Education also functions to raise individuals who can adapt to these effects in all respects (Yapan, 1992). Education, which plays an active role in the development of individuals and societies, increases its importance and necessity day by day. In the formation of an information society and the increase in the number of educated people, it is possible to gain individuals and societies who are productive in seeking solutions to problems, who are determined to achieve their goals, who are fair, who are democratic in social relations, and who are constructive in social and cultural terms (Ünlü, Sünbül & Aydos, 2008). Teachers, who are the most important practitioners of educational activities, play a role in the education of individuals starting from an early age in the achievement of these goals.

Considering the goals and value judgments of societies, the teaching profession emerges as the most important profession. Because the teacher has an important effect on the formation of individuals' personal and professional motor and cognitive characteristics (Işık, Çiltaş & Baş, 2010). For this reason, teachers guiding the process should be qualified and competent personally and professionally against changes and developments, and constantly improve themselves (Tuğluk & Kürtmen, 2018).

Throughout the history of education, the quality and competence of teachers has been one of the subjects that have been continuously studied. Competence is defined as having the ability to perform a job or task effectively and efficiently. Competence is a concept that expresses the knowledge and skills needed to fulfill the responsibilities required by a task. In other words, it can be expressed as the capacity to perform the target task or role at the desired level (Şahin, 2004). While the Ministry of National Education defines the concept of competence as "the power to perform a job or a task", teacher competence is defined as "the situation, knowledge, skills and attitudes that must be possessed in order to fulfill the teaching profession effectively and efficiently" (MEB, 2008).

The teacher, who plays an important role in the upbringing of individuals, is the person who has the most impact on the education life of the individual after mother and father. The teacher should be able to perform his profession in the best way to have a positive effect on the education of individuals and societies and to train them properly (Tuğluk & Kürtmen, 2018). It is possible to raise individuals who are compatible in every aspect by teachers who have acquired the attitude, behavior, knowledge and skills required by their profession, and who have general culture and field knowledge (Celep, 2004). In order to raise a compatible and qualified individual, the individual should be handled both physically and mentally.

The way to be a qualified person is to be physically and mentally healthy. This can only be achieved through education that includes multi-directional and multi-purpose movements and these movement principles in physical education and sports (Yapan, 1992). In the educational activities implemented in schools, besides contributing to the mental development of individuals, the individual should be considered as a whole and development should be provided accordingly. In the education and training activities carried out in this direction, it is envisaged to ensure the mental, physical, emotional and social development of individuals. There are various courses in education systems that deal with the

development of individuals as a whole. Physical education is one of these courses (Aydos & Ünlü, 2010).

Physical education and sports that shape character, teach cooperation; It has a structure that develops personal discipline, has a challenging aspect, increases courage, and improves personality and provides experience, which allows to get rid of adrenaline properly (Bayhan, 2009). Physical education and sports are an educational tool that is very useful to use in achieving the goals determined in these aspects. It strengthens the cooperation between individuals, protects them from bad habits, brings problematic individuals in the society to the society, contributes to the individual gaining status, and helps disabled individuals to adapt to the society and living conditions (Demirhan et al. 2002). For these and similar reasons, physical education and sports contribute to the physical and mental development of the individual and are seen as a complementary element of education. This situation also reveals how important it is for the teachers who teach physical education to be qualified and competent in ensuring the individual's multi-dimensional development.

Physical education teacher should have an innovative and creative structure that is open to development, has a strong research direction, in line with the objectives of the physical education course (Aydos & Ünlü; 2010). Obtaining the desired efficiency from physical education and sports, which have a very important role in the physical and mental, personal and social upbringing of the individual, can only be possible with the effective work of the teachers in this field. In addition to the responsibility that the teaching profession places on all teachers, physical education teachers have more social responsibilities. Because of their nature, physical education and sports lessons require being closer to students and people. As a matter of fact, Demirhan et al. (2002) stated that although there are great similarities between the qualifications that a physical education teacher should have and the qualifications of teachers in general, there may be some differences in terms of qualifications among physical education teachers due to the unique characteristics of physical education lessons. Physical education teachers lead the spread of sports awareness and sports spirit both inside and outside the school (İşler, 2001). Physical education teachers can gain their trust by establishing more positive dialogues with students due to the nature of the field, and thanks to the facilitating and prominent aspect of sports, they can be among the teachers that students love and communicate with the most. On this occasion, the physical education teacher has more social interaction with his environment in and out of school (İşler, 2001). There are some features that a good physical education teacher should have.

A good physical education teacher; He must be an educator who sets an example to his environment with his personal and professional qualifications, is diligent in achieving the goals set by the physical education course activities, and is appreciated for his positive and productive work in all areas, especially the educational activities of the school, in cooperation with school administrators (Özçelik, 2007). A physical education teacher should love his profession, be physically and mentally healthy, and be able to control his behavior, be respectful, tolerant, moral, characterful, honest, impartial, responsible, knowing and protecting his rights, and teach other people about them. A teacher who adopts these values should also be aware of the responsibility he bears (Demirhan, 2002). In order for a physical education teacher to be effective on students, he / she must have knowledge of both his / her profession and other subjects. Thus, they will be able to share their thoughts with students who are interested in different subjects (Martens, 1998). It is important that the physical education course, which is the complementary element of education in raising qualified individuals, should be competent professionally and personally in order to provide the necessary contribution to the education of individuals and to teach the lesson effectively (Selçuk, 2010).

Considering the literature, the quality, duty and responsibility of teaching is one of the issues that various researchers question. Studies conducted at home and abroad focused on teachers' professional and personal competencies rather than numerical data. The studies conducted by Phillips 2009; Rice 2014; Koparan et al., 2010; Ağırman and Erçoşkun 2017; Kaya 2018; Çelik et al., 2019; can be cited as examples. Although many studies have been conducted on teachers' competencies, it is seen that there are a limited number of studies examining the opinions of teachers in different branches on the competencies of physical education teachers Yeniçeri (2019), Tuzcu Peksayılır (2019), Kaşkaya (2012) states that in his research on teachers' self-efficacy, researches are generally carried out for teachers in the same branch and their opinions are consulted. A similar situation was stated in the study conducted by Gündoğdu et al. (2015). The studies conducted by Türk, (2009), Albayrak (2015), Aydın (2020) can be cited as an example of the situation mentioned above.

Sentence of problem

Referring to the opinions of teachers in different branches about the competencies of physical education teachers who contribute to the training of qualified people in our country, which has a young and dynamic society potential, is important in terms of eliminating the deficiencies among teachers and improving their qualifications and equipment. Because teachers should be an

example to each other, guide and mirror each other with their positive personality traits and necessary professional competencies. In this context, determining the perceptions of teachers in different branches towards the competencies of physical education teachers in order to be a guide in developing and strengthening the competencies of physical education teachers was considered as the main problem in the research.

Purpose and Importance of Research

There are limited number of studies in the literature in which physical education teachers are evaluated by their colleagues in different branches. This research aims to fill the gap in this field and contribute to similar studies. In this context, it is also important to examine the opinions of teachers in different branches on the competencies of physical education teachers. To be a qualified society, teachers who are competent personally and professionally are needed. In order to have such teachers, there must be teachers who have the appropriate personality trait and professional competence with the teaching profession. Competing with the qualified education processes and teachers of the developed societies of the world is only possible with teachers who have personal and professional competence.

In this study, it was aimed to examine the opinions of teachers in different branches on the competencies of physical education teachers according to the variables of gender, age, marital status, school type, service year and branch. Accordingly, the sub-problems of the research are as follows:

1. Do the opinions of teachers in different branches on the competencies of physical teachers differ by according to gender?
2. Do the opinions of teachers in different branches about the competencies of physical teachers differ according to age?
3. Do the opinions of teachers in different branches about the competencies of physical teachers differ according to marital status?
4. Do the opinions of teachers in different branches about the competencies of physical teachers differ according to the branch?
5. Do the opinions of teachers in different branches about the competencies of physical teachers differ according to the type of school they work?
6. Do the opinions of teachers in different branches about the competencies of physical teachers differ according to the work year?

METHOD

In this section, the research design, participants, data collection tools, data collection process, data analysis, validity and reliability, limitations, the role of researchers and ethical issues included.

Research Design

In the research, a general survey method was used. The general survey method is a research method designed to describe a situation that exists in the past or now in the way it exists (Karasar, 2018). Ethics committee approval for this article was obtained at Korkut Ata University with the number 27/07/2020-20390-2020/27/3.

Participants

Participants of the study consists of the teachers working in the schools in Gölbaşı District of Adıyaman province in the 2019-2020 academic year. The sample consists of 186 volunteer teachers selected from these teachers by simple random sampling method. The current study sample consisted of 186 volunteer teachers who were selected using a simple random sampling method. The demographic information of the teachers participating in the study is presented in Table 1.

According to Table 1, 98 (52.7%) of the teachers are male and 88 (47.3%) are female. 133 (71.5%) of the teachers are married and 53 (28.5%) are single. 44 of the teachers (23.7%) are 23-30 years old, 85 (45.7%) are 31-40 years old, 47 (25.3%) are 41-50 years old, 10 (5.4%) are 51 and over. 96 (51.6) of the teachers are working in middle school and 90 (48.4%) are working in high school. 50 of the teachers (26.9%) 1-5 years, 41 (22.0%) 6-10 years, 31 (16.7%) 11-15 years, 35 (18.8%) 16-20 years, 29 (15.6%) have been working for 21 years or more. Of the teachers, 23 (12.4%) are Mathematics Teachers, 23 (12.4%) are Science Teachers, 23 (12.4%) are English Teachers, 24 (12.9%) are Religious Culture and Moral Knowledge Teachers, 25 (13.4%) are Geography Teachers, 23 (12.4%) are History Teachers, 22 (11.8%) are Turkish Teachers, 23 (12.4%) are Turkish Language and Literature Teachers.

Table 1

Demographic information of teachers

Variable	Level	n	%
Gender	Male	98	52.7
	Female	88	47.3
Marital status	Married	133	71.5
	Single	53	28.5
Age	23-30	44	23.7
	31-40	85	45.7
	41-50	47	25.3
	51 and upper	10	5.4
School type	Middle School	96	51.6
	High school	90	48.4
Work of service	1-5 years	50	26.9
	6-10 years	41	22.0
	11-15 years	31	16.7
	16-20 years	35	18.8
	21 and upper years	29	15.6
	Maths	23	12.4
Branch	Science	23	12.4
	English	23	12.4
	Religious Culture and Ethics	24	12.9
	Geography	25	13.4
	History	23	12.4
	Turkish	22	11.8
	Turkish Language and Literature	23	12.4
Total		186	100

Data Collection Tools

“Opinions of Teachers in Different Branches on the Competencies of Physical Education Teachers Scale” was used in the research.

Opinions of Teachers in Different Branches on the Competencies of Physical Education Teachers Scale: The original scale developed by Çiftçi (2009) was applied to 338 teachers in order to determine the opinions of teachers in different branches about the competencies of physical education teachers. The Cronbach Alpha value of the scale is .95. The scale has a seven-point Likert type structure and consists of 18 items. The lowest score that can be obtained from the scale is 18 and the highest score is 126. Having an average score above 4 on the scale

means that physical education teachers are sufficient in terms of the qualifications required by their profession, and an average score below 4 means that physical education teachers are insufficient in terms of the qualifications required by their profession. About the scale, Physical education teachers; "They participate in social activities", "They attach importance to friendships ", " They can easily manage an organization "can be given as examples.

Data Collection Process

Prior to the data collection process, the permission was obtained from the ethics committee from A University for the implementation of the scale (E.20390). Thereafter, the necessary permission was obtained from the Adıyaman Gölbaşı Provincial Directorate of National Education for the implementation of the scale. The scale has been applied to volunteer teachers. Teachers were informed of the research prior to the application. The teachers were informed that their information would be kept confidential, the data would only be used by the researchers, the participation was voluntary and they could quit the study if they did not want to after starting the questionnaire. Teachers have been observed to fill the scale within 20 minutes.

Data Analysis

In the analysis of the data collected by the researchers, frequency and percentage for descriptive statistics, Variance analysis (One-way ANOVA, Independent t-test) for comparison the mean scores of gender, age, marital status, teaching service year, school type and branch variables in unrelated measurements and Tukey test was applied to determine groups of significant differences. Before using the parametric tests in the study, when histogram and distribution graphs were examined, it was seen that the curve showed a symmetric distribution, and the Skewness and Kurtosis values were between -1.5 and $+1.5$ (Tabachnick & Fidell, 2013). In addition, the homogeneity of the sample was examined by Levene test according to gender, age, marital status, teaching service year, school type and p value was higher than .05. As a result of the analysis, it was seen that the data showed normal distribution and the group variances were equal. According to the results, it was decided that the data set is suitable for parametric tests.

Validity and Reliability

The Cronbach internal consistency coefficient of the "Opinions of Teachers in Different Branches on the Competencies of Physical Education Teachers Scale" used in the study was found to be .95. This result shows that the

scale makes reliable and consistent measurements. Scale reliability, analysis of validity results show that the scale used in the study is usable. The research has been shaped by the criteria that increase the quality. The findings obtained in the research are compatible with the reality principle. The findings of the study were based on the experiences and opinions of the participants. The research has been focused on reaching a holistic interpretation of the participants' views.

Limitations

The participant group of the research is limited with 186 teachers working in the district of Gölbaşı, Adıyaman, in the 2019-2020 academic year when the study was conducted. The research is limited with the data obtained from the Opinions of Teachers in Different Branches on the Competencies of Physical Education Teachers Scale.

Role of Researchers

Creating the research idea, designing, organizing and applying the method to reach the result, and logical evaluation of the findings were made by the authors.

FINDINGS AND COMMENT

In this section, the opinions of teachers in different branches on the competencies of Physical Education Teachers were included in the findings regarding gender, marital status, age, school type, branches and duration of work.

Table 2

Skewness and kurtosis coefficients of the opinions of teachers in different branches on the competencies of physical education teachers

Variable		n	Skewness Coefficient		Kurtosis Coefficient	
			Statistic	Standard error	Statistic	Standard error
Gender	Male	98	-.895	.244	.322	.483
	Female	88	-1.386	.257	1.368	.508
Marital Status	Married	133	-1.295	.210	1.242	.417
	Single	53	-.815	.327	.173	.644
Age	23-30	44	-1.120	.357	1.316	.702
	31-40	85	-.708	.261	-.371	.517
	41-50	47	-1.321	.347	1.489	.681
	51 and upper	10	-0.62	.687	1.489	.681
School Type	Secondary School	96	-.678	.246	-.131	.488
	High School	90	-.408	.204	-1.072	.203
Years of Service	1-5 years	50	-.861	.337	.307	.662
	6-10 years	41	-.356	.369	-.640	.724
	11-15 years	31	-1.296	.421	1.451	.821
	16-20 years	35	-1.472	.398	1.373	.778
	21 and upper years	29	-1.218	.434	.751	.845
	Maths	23	-1.411	.481	.781	.435
Branch	Science	23	-.403	.481	-.028	.935
	English	23	.006	.481	-.906	.935
	Religious Culture and Ethics	24	-1.151	.472	1.503	.918
	Geography	25	-1.266	.464	1.325	.902
	History	23	-.324	.481	-.794	.935
	Turkish	22	-.893	.491	-.280	.953
	Turkish Language and Literature	23	-1.335	.481	1.325	.935

According to the results in Table 2, it was decided that the data set was suitable for parametric tests.

Table 3

One-way Anova results of the opinions of teachers in different branches on the competencies of physical education teachers by age

Variables	Age	n	$\bar{X}$	Ss	Sd	f	p	Tukey
FÖBÖYGÖ	23-30	44	96.04	16.71	3	3.791	.01*	51 and upper*
	31-40	85	100.32	14.61	182			
	41-50	47	95.48	18.16	185			23-30/ 41-50
	51 and upper	10	112.20	6.39				

$p < .05^*$

When Table 3 is examined, a significant difference was found in the opinions of teachers in different branches about the competencies of Physical Education Teachers according to age [$F(3,182) = 3.791$, $p < .05$]. According to the multiple comparison test (post-hoc) results, 51 and over age ($X = 112.20$) and 23-30 years ($X = 96.04$) and 41-50 years ($X = 95.48$) There is a significant difference in favor of age.

Table 4

T-test results of the opinions of teachers in different branches about the competencies of Physical Education Teachers according to gender

Sub Dimensions	Gender	n	$\bar{X}$	Ss	t	p
FÖBÖYGÖ	Male	98	96.98	17.95	-1.579	.116
	Fmeale	88	100.67	13.74		

When Table 4 is examined, no significant difference was found in the opinions of teachers in different branches about the competencies of Physical Education Teachers according to gender.

Table 5

T-test results of the opinions of teachers in different branches about the competencies of physical education teachers according to marital status

Subdimensions	Marital status	n	$\bar{X}$	Ss	t	p
FÖBÖYGÖ	Married	133	100.75	15.34	2.748	.00*
	Single	53	93.66	17.17		

$p < .05^*$

When Table 5 is examined, a significant difference was found in the opinions of teachers in different branches about the competencies of Physical Education Teachers according to marital status. Significant difference in favor of married was found in FÖBÖYGÖ ($t = 2.748$; $p < .05$).

Table 6

T-test Results of the Opinions of Teachers in Different Branches About the Competencies of Physical Education Teachers According to School Type

Subdimensions	School type	n	$\bar{X}$	Ss	t	p
FÖBÖYGÖ	Middle School	96	95.68	17.07	-2.697	.00*
	High school	90	101.97	14.53		

$p < .05^*$

When Table 6 is examined, a significant difference was found in the opinions of teachers in different branches about the competencies of Physical Education Teachers according to the type of school. Significant difference was found in favor of high school in FÖBÖYGÖ ($t = -2.697$; $p < .05$).

Table 7

One-way ANOVA results of the opinions of teachers in different branches on the competencies of Physical education teachers according to their branches.

Variables	Age	n	$\bar{X}$	Ss	Sd	f	p
FÖBÖYGÖ	Matsh	23	100.73	17.52			
	Science	23	103.95	8.99			
	English	23	95.52	15.14	7		
	Religious Culture	24	96.00	15.57	178	1.354	.22
	Geography	25	104.08	9.67	185		
	History	23	94.26	16.86			
	Turkish	22	98.59	21.72			
	Turkish Language and Literature	23	96.34	19.45			

When Table 8 is examined, a significant difference was not found in the opinions of teachers in different branches about the competencies of Physical Education Teachers according to their branches [$F(7,178) = 1.354$, $p > .05$]

CONCLUSION, DISCUSSION AND SUGGESTIONS

Undoubtedly, one of the most important actors of education is teachers. Examining the competencies of teachers by their colleagues in different branches

is important in terms of contributing to the improvement of teachers' qualifications and is an application that should be in today's education system.

In this study it was observed that there were significant differences in the opinions of married teachers on the level of competence of physical education teachers compared to single teachers, teachers in the age group 51 and over compared to teachers in the other age group, teachers working in high schools compared to teachers working in secondary schools. Therefore, these results show that some of the teachers in different branches have positive opinions about the competencies of physical education teachers. Similarly, in the study conducted by Yeniçeri (2019), it was observed that the perceptions of teachers in different branches towards the competencies of physical education teachers were positive. Another conclusion to be drawn from the study is that the perception that physical education lessons and teachers are underestimated and unnecessary, contrary to what is said about the competencies of physical education teachers, and does not reflect the reality.

In the literature, a research was found by Yeniçeri (2019) and Tuzcu Peksayılır (2019) and in which the attitudes of teachers in different branches towards the competencies of physical education teachers were examined. This situation shows that the number of studies on the subject is limited. Therefore, this study has been tried to be evaluated with similar and close research findings.

In terms of the age variable, it was observed in the study that the scores of teachers aged 51 and over were higher than teachers in the other age group. Looking at similar studies on the subject, Koparan et al. (2010), Koparan et al. (2011), Tuzcu Peksayılır (2019) did not find a significant difference in terms of the age variable in their study. According to the result of this study, it can be said that as the age of the teachers' increases, their professional experience increases and thus they can better understand the qualifications and competencies of other teachers. Thus, it can be said that age is a factor affecting competence.

In the study, it was observed that the scores of the married teachers on the scale were higher than the teachers who were single according to the marital status variable. Considering similar studies on the subject, Tuzcu Peksayılır (2019) found a significant difference in favor of single teachers in their study. On the other hand, Koparan et al. (2011) did not find a significant difference in terms of marital status in their study. This result obtained in this study can be interpreted as assuming that married teachers understand better what the physical, spiritual and social needs of individuals at school age may be in the family environment and social life, especially in school age, and that individuals grasp the effectiveness and importance of physical education lesson and physical education

teachers during the upbringing. As a result of the study, the perceptions of single teachers towards the competencies of physical education teachers were found to be low. This situation, physical education lesson and teachers about, can be interpreted as single teachers do not have enough sensitivity. Therefore, informative seminars about sports, physical education lesson and teachers who teach this course can be organized for single teachers.

In the study, it was observed that the scores of the teachers working in high schools were higher than the teachers working in secondary schools according to the school type variable. Benzer (2011) found that the self-efficacy levels of high school teachers were high. This result shows that the high school teachers are at a sufficient level in terms of professional experience and knowledge and that they can evaluate the competencies of physical education teachers. Therefore, it can be said that high school teachers have stronger perceptions of understanding and evaluating physical education teachers' abilities. In addition, physical education teachers working in high schools can more easily establish social interaction with high school students in adolescence by using the advantages of physical education lessons and sports. So no need schools in both outside the school (classroom sporting events, in-class, between classes, between schools, regional and national sports competitions Turkey, recreational purposes contests and entertainment, national festivals and ceremonies, cooperation with the school administration) is more visible in their activities, it can be said that high school teachers have a positive effect on their perceptions of physical education teachers' competencies.

In the study, it was observed that there was no significant difference in the scores the teachers got from the scale in terms of gender variable. When looking at similar studies on the subject, Tschannen-Moran and Hoy (2002), Bleicher (2004), Üstüner et al. (2009), Varol (2007), and Dilmaç (2009) did not find a significant difference in terms of gender in their studies. According to these results, it can be said that the gender variable is not a determining factor in the assessment of physical education teachers' competencies of teachers in different branches. These results women and that male teachers are not much different from each other in terms of self-efficacy shows. Moreover, these results show that the value given to women was increased and that women are included in all levels of society. In other words, it can be stated that teachers of different gender perceive physical education teachers' professional competencies at a similar level.

In the study, it is thought that taking the opinions of teachers in different branches about the competencies of physical education teachers is important for physical education teachers to eliminate their deficiencies and to improve

themselves. It can be said that taking the opinions of teachers from different branches can positively contribute to the development of physical education teachers' qualifications and competencies. As a matter of fact, Köktaş (2003) states that teachers' feedback from students and other colleagues may be effective in teachers' success in their profession. Köktaş (2003) stated that collective relationships between teachers are very beneficial and teachers can benefit from each other's opinions on education and training issues, solve problems together, and share with each other. Köktaş (2003) stated that this situation contributed positively to both school and teachers. Likewise, Hopkins (2008) stated that mutual cooperation between teachers increases the quality of learning and teaching and provides students with better learning opportunities.

The aim of education is to enable individuals to reveal their interests and abilities and to apply methods that will enable them to develop them. Teachers who are involved in the training of individuals who can direct society should be extremely conscious and develop themselves in every respect. Tekin and Ayas (2005) stated that a teacher who is an expert in his field has a strong ability to perform his profession and this increases the quality of education. Martin et al., (2008) found that, following a variety of professional development experiences and follow-up sessions, teachers showed increases in their efficacy in attaining motor skills objectives, physical activity and fitness knowledge objectives, and personal and social objectives. These results lend support to the value of professional development in enhancing teachers' perceptions of self-efficacy for teaching the curriculum. In addition in the State University of San Diego (2007) report on the importance of physical education it was stated that teachers' professional development and qualifications are important for quality physical education.

In this direction, the physical education teacher should also be able to think critically and be open to criticism. He / she should take into account the criticisms, evaluations and opinions about himself and his profession. They should be able to share information and ideas with their colleagues in different branches and benefit from their opinions. In addition, they should closely follow the changes and developments in their field, use technology in the best way, benefit from scientific publications related to their field, make personal research and inquiries about their field and participate in in-service trainings, courses and seminars organized in their field. The physical education teacher should follow the social and cultural activities closely, interact with the students and other people around him, and increase his experience by taking tasks related to his profession. If the physical education teacher takes such and similar initiatives, he / she may be among the teachers who have a positive opinion from every segment, especially

his / her colleagues, in personal and professional terms. The sample size of the present study may limit the strength of the claims regarding the results of this study. In this study, the opinions of teachers in different branches about the competencies of physical education teachers were examined. The total number of teachers participating in the research is 186. Therefore, in future studies, analysis to be made in the light of the data obtained from more participants on the subject will contribute to getting stronger and more beneficial results.

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EXTENDED ABSTRACT

Purpose: In this study, it was aimed to examine the opinions of teachers in different branches about the competencies of physical education and sports teachers according to gender, age, marital status, teaching work year, school type and branch variables.

Method: The sample of the study consisted of 186 volunteer teachers who were selected according to the simple random sampling method, working in the central schools of Gölbaşı District of Adıyaman. In the study, "The Views of Teachers from Different Branches Regarding the Competencies of Physical Education Teachers Scale" was used. Research data analysis, frequency and percentage analysis for descriptive statistics; Variance analysis (One-way Anova, independent sample t-test) was used to compare average scores in unrelated measurements, and Tukey test was used to determine between which groups the significant difference was.

Results: As a result of the research, it was determined that the opinions of teachers in different branches about the competencies of physical education teachers revealed significant differences according to the variables of age, marital status, school type. According to this, it has been observed that there are significant differences in the opinions of teachers with a high level of age on the competencies of physical education teachers compared to teachers who are married, teachers who are married compared to single teachers, and teachers working in high schools compared to teachers working in secondary schools.

Conclusion and Discussion: In terms of the age variable, it was observed in the study that the scores of teachers aged 51 and over were higher than teachers in the other age group. According to the result of this study, it can be said that as the age of the teachers' increases, their professional experience increases and thus they can better understand the qualifications and competencies of other teachers. Thus, it can be said that age is a factor affecting competence. In the study, it was observed that the scores of the married teachers on the scale were higher than the teachers who were single according to the marital status variable. This result obtained in this study can be interpreted as assuming that married teachers understand better what the physical, spiritual and social needs of individuals at school age may be in the family environment and social life, especially in school age, and that individuals grasp the effectiveness and importance of physical education lesson and physical education teachers during the upbringing. In the study, it was observed that the scores of the teachers working in high schools were higher than the teachers working in secondary schools according to the school type variable. This result shows that the high school teachers are at a sufficient level in terms of professional experience and knowledge and that they can evaluate the competencies of physical education teachers. Therefore, it can be said that high school teachers have stronger perceptions of understanding and evaluating physical education teachers' abilities. In addition, physical education teachers working in high schools can more easily establish social interaction with high school students in adolescence by using the advantages of physical education lessons and sports. So no need schools in both outside the school (classroom sporting events, in-class, between classes, between schools, regional and national sports competitions Turkey, recreational purposes contests and entertainment, national festivals and ceremonies, cooperation with the school administration) is more visible in their activities, it can be said that high school teachers have a positive effect on their perceptions of physical education teachers' competencies.

In the study, it was observed that there was no significant difference in the scores the teachers got from the scale in terms of gender variable. According to these

results, it can be said that the gender variable is not a determining factor in the assessment of physical education teachers' competencies of teachers in different branches. These results women and that male teachers are not much different from each other in terms of self-efficacy shows. Moreover, these results show that the value given to women was increased and that women are included in all levels of society. In other words, it can be stated that teachers of different gender perceive physical education teachers' professional competencies at a similar level.

The aim of education is to enable individuals to reveal their interests and abilities and to apply methods that will enable them to develop them. Teachers who are involved in the training of individuals who can direct society should be extremely conscious and develop themselves in every respect. Tekin and Ayas (2005) stated that a teacher who is an expert in his field has a strong ability to perform his profession and this increases the quality of education. Martin et al., (2008) found that, following a variety of professional development experiences and follow-up sessions, teachers showed increases in their efficacy in attaining motor skills objectives, physical activity and fitness knowledge objectives, and personal and social objectives. These results lend support to the value of professional development in enhancing teachers' perceptions of self-efficacy for teaching the curriculum. In addition in the State University of San Diego (2007) report on the importance of physical education it was stated that teachers' professional development and qualifications are important for quality physical education.