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EXAMINATION OF COMPETENCE AND LEADERSHIP CHANGE OF PHYSICAL EDUCATION AND SPORT TEACHER CANDIDATES ACCORDING TO THE PEDAGOGICAL FORMATION EDUCATION MODEL*

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ABSTRACT

The aim of this study is to examine the differences in the way physical education and sports teacher candidates receive pedagogical formation education. Relational screening and comparison model was used to examine possible differences. Our research group consists of students from the faculty of sports sciences who have received pedagogical formation training. A total of 600 people, 200 female and 400 male students, participated in the research. In order to collect data in our study, Teacher Self-Efficacy scale was developed by Tschannen-Moran and Hoy (2001), Turkish adaptation was made by Çapa, Çakıroğlu and Sarıkaya (2005). Leadership Orientation Scale and was developed by Bolman and Deal (1991) and adapted into Turkish by Dereli (2003). Personal information form were used. SPSS program was used while analyzing the data. Reliability coefficients were calculated and distribution normality structure was examined as well as descriptive statistics. As a result of the comparison of the normal distribution structures, the parametric test decision was taken for all hypothesis tests. Independent Samples t-Test was used for pairwise comparisons, One Way Anova was used for multiple comparisons, and Tukey HSD Tests were used to determine the source of difference. Pearson Correlation test was used for pairwise comparisons. While there was no significant difference in proficiency and leadership changes according to pedagogical formation. Gender-based leadership in favor of male participants, age-related self-efficacy change in favor of 18-22 years old participants. Self-efficacy and leadership change depending on the department the difference between all sections was in favor of the recreation section and a statistically significant difference was found ($p<0.05$). As a result, it is seen that the individual can overcome the differences that may occur in the certificate program he/she attends with his/her own effort. It is thought that minimizing these differences as much as possible will contribute to the quality of the certificate program.

Keywords: Physical Education, Leadership, Pedagogical Formation, Competence

PEDAGOJİK FORMASYON EĞİTİM MODELİNE GÖRE BEDEN EĞİTİMİ VE SPOR ÖĞRETMEN ADAYLARININ YETERLİK VE LİDERLİK DEĞİŞİMLERİNİN İNCELENMESİ

ÖZET

Bu çalışmanın amacı, beden eğitimi ve spor öğretmen adaylarının pedagojik formasyon eğitimini, alış biçimindeki farklılıkların incelenmesidir. Muhtemel farkların incelenmesi için ilişki tarama ve karşılaştırma modeli kullanılmıştır. Araştırma grubumuz pedagojik formasyon eğitimi almış spor bilimleri fakültesi öğrencilerinden oluşmaktadır. Araştırmaya 200 kadın ve 400 erkek öğrenciden oluşan toplam 600 kişi katılmıştır. Çalışmamızda veri toplamak için Tschannen-Moran ve Hoy (2001) geliştirdiği, Türkçe uyarlamasını Çapa, Çakıroğlu ve Sarıkaya (2005) yaptığı, Öğretmen Öz Yeterlik ölçeği, Bolman ve Deal (1991) geliştirdiği, Türkçe uyarlamasını Dereli

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(2003) yaptığı, Liderlik Yönelim Ölçeği ve kişisel bilgi formu kullanıldı. Verilerin analizi yapılırken SPSS programı kullanılmıştır. Güvenilirlik katsayıları hesaplanmış, tanımlayıcı istatistiklerin yanı sıra dağılım normallik yapısı incelenmiştir. Normal dağılım yapılarının karşılaştırılması neticesinde de bütün hipotez testleri için parametrik test kararı alınmıştır. İkili karşılaştırmalar için Independent Samples t Test, çoklu karşılaştırmalar için One Way Anova, farklılık kaynağının belirlenmesinde ise Tukey HSD Testleri kullanılmıştır. İkili karşılaştırmalarda ise Pearson Correlation testi kullanılmıştır. Pedagojik formasyon alışı biçimine göre yeterlik ve liderlik değişimlerinin de anlamlı bir fark gözlenmezken, cinsiyete bağlı liderlik değişimlerinin de erkek katılımcıların lehine, yaş a bağlı öz yeterlik değişimlerinin de 18-22 yaşındaki katılımcıların lehine ve öğrenim görülen bölüm e bağlı öz yeterlik ve liderlik değişimlerinin de ise tüm bölümler arası farklılığın rekreasyon bölümü lehine olup, istatistiksel açıdan anlamlı farklılıklar tespit edilmiştir ($p<0,05$). Sonuç olarak bireyin kendi isteği ile katılmış olduğu sertifika programında oluşabilecek farklılıkları kendi çabasıyla giderdiği görülmektedir. Bu farkların olabildiğince azaltılması sertifika programının kalitesine katkı sağlayacağı düşünülmektedir.

Anahtar Kelimeler: Beden eğitimi, Liderlik, Pedagojik formasyon, Yeterlik

INTRODUCTION

Physical education activities, which have an important place in our age, are a general concept that includes concepts such as games, gymnastics and sports, as well as all educational physical activities, and it is a concept that is done as physical activity and education is provided through physical activities (Özmen, 1999). Selim Sırrı Tarcan has a leading role in the development and spread of physical education and sports in the Republic of Turkey. Under the leadership of Selim Sırrı Tarcan, a physical education school was planned to be opened in 1926, and as a result of the preparations made in 1927, the people trained in these courses were assigned to secondary education institutions. As a result of these studies, physical education department was opened at the Gazi Education Institute in 1932 with the decision of the Board of Education and Discipline (Koç, 1992; Gazi Üniversitesi, 2021). Sport also contributes to the socialization of individuals and communities, as well as to the representation of states itself through national athletes trained in the international arena. As important as sports and sports activities that directly or indirectly benefit the country and society are, the training of physical education and sports teachers, who are in charge of raising these athletes, is just as important.

Physical education lessons, on the one hand, provide the physical development of the person through movement in general education, on the other hand, they contribute to the development and changes in cognitive, social and sensory areas. For this reason, physical education course deals with the development of individuals not only physically but also emotionally and socially (Hünük, 2006).

Pedagogical formation can be defined as : "Forming and Formation" which a individual must-have in order to participate as a teacher at education or training activities (Altay, 2015). As it can be understood from the definitions above, pedagogical formation is an important type of education for the individual to educate himself/herself and to be beneficial to future

generations. The differences that occur during the taking of this training affect the trainers and indirectly the students.

"Sufficiency" actually appears as a whole with the concept of self-efficacy and self-efficacy is an individual's self-conception about his or her capacity to organize and perform activities to demonstrate a certain performance (Lee, 2005). In other words, the individual's desire to achieve his/her belief that he/she can achieve a certain goal successfully, on the other hand, self-efficacy is not related to the talent one has, but to the beliefs about how to use the talent (Aydın et al., 2014). Leadership requires different abilities that are not found in every individual to create and act on communities with specific goals and objectives, all of the knowledge and experience necessary to apply these skills and abilities are defined as leadership (Eren, 2004). It can be defined as a person who encourages individuals in a group or community to work voluntarily for success under a certain situation, time and condition, helps to achieve common goals and objectives, and makes them satisfied with the type of leadership applied by the group (Werner, 1993).

No matter how teacher candidates and teachers take the pedagogical formation, they should never forget that the material is human. It is thought that physical education teacher candidates who have received pedagogical formation training will shed light on a limited number of studies on competence and leadership changes.

MATERIAL AND METHOD

Model of the research

In this scientific research, in which the relational scanning and comparison model among the scanning models was used, the competency and leadership changes of physical education and sports teacher candidates were examined according to the way and status of their education. In such studies, it is tried to observe whether there is a change between two or more parameters (Karasar, 2016).

Participants

The universe of the study consisted of the senior year students of the Faculty of Sport Sciences, and the study group consisted of 200 female 400 male students in total, who are studying at Niğde, Konya, Karaman and Aksaray Universities. All of the students participating in the study group consisted of students who received pedagogical formation within the undergraduate program or in addition to the undergraduate program.

Data collection tools

While the personal information form created by the researcher was used to obtain socio-demographic data. The "Teacher Self-Efficacy" consisting of twenty-four articles, developed by Tschannen-Moren and Hoy (2001) and adapted to Turkish by Çapa, Çakıroğlu and Sarıkaya (2005) was used to determine teacher self-efficacy scale. In the determination of leadership orientations, the "Leadership Orientation Scale" consisting of thirty-two articles, developed by Bolman and Deal (1991), the validity and reliability study in Turkey was carried out by Dereli (2003), was used.

Teacher self-efficacy scale

The scale, developed by Tschannen-Moren and Hoy (2001) and adapted to Turkish by Çapa, Çakıroğlu and Sarıkaya (2005), consists of 24 questions and 3 sub-dimensions. It consists of a structure containing eight questions for each sub-dimension and a three-factor structure for student participation, instructional strategies and classroom management. It is divided into three sub-dimensions, those dimensions are: "Student participation" (1,2,4,6,12,14,22), "Instructional Strategy" (7,10,11,17,18,20,23,24) and "Classroom Management" (3,5,8,13, 15,16,19,21). The scale, which is organized as a 5-point Likert scale, is graded as 'Insufficient', 'Very little insufficient', 'Slightly sufficient', 'Quite sufficient' and 'Very sufficient'.

According to the Cronbach's Alpha analysis results of our study; Student participation was 0.89, teaching strategy was 0.88, classroom management was 0.88, and the overall reliability coefficient was 0.96 According to these values, it can be said that the scale is reliable.

Leadership orientation scale

The Scale which was developed by Bolman and Deal (1991) and adapted into Turkish by Dereli (2003), consists of 32 articles and four sub-dimensions. These dimensions are; Structural (Analytical and Organized), Human sourced (Supporting and Participatory), Political (Strong and Ingenious) and Symbolic (Inspirational and Charismatic) leadership. The scale is evaluated in a 5-point Likert type. The 5-point Likert scale is graded as "Never", "Rarely", "Sometimes", "Often", and "Always". Leadership orientation scale questions were measured with 'Structural leadership sub-dimension', 'Human-based leadership sub-dimension', 'Political leadership sub-dimension', 'Symbolic leadership sub-dimension'.

According to the Cronbach's Alpha analysis results of our study; Structural leadership was 0.87, Human-based leadership 0.87, Political leadership 0.88, Symbolic leadership 0.87,

and the total reliability coefficient was found to be 0.96 According to these values, it can be said that the scale is reliable.

Analysis of data

The variance and homogeneity of the data were tested, “Independent Samples t-Test” for pairwise comparisons, “One Way Anova” for multiple comparisons, and “Tukey HSD” test was used to determine the source of difference.

RESULTS

Table 1. Self-Efficacy changes due to gender factor

Gender	N	Participation		Strategy		Management		Self-Efficacy	
		Mean	sd	Mean	sd	Mean	sd	Mean	sd
Female	200	3.31	0.74	3.41	0.69	3.40	0.71	3.37	0.69
Male	400	3.35	0.65	3.43	0.64	3.41	0.63	3.39	0.62
Total	600	3.34	0.68	3.42	0.65	3.40	0.66	3.39	0.64
t		-0.579		-0.487		-0.158		-0.431	
p		0.547		0.617		0.869		0.655	

As can be seen in Table 1, no significant statistical change was observed in any of the self-efficacy dimensions depending on the gender factor.

Table 2. Leadership Orientation changes related to gender factor

Gender	N	Structural		Human sourced		Political		Symbolic		General Leadership	
		Mean	sd	Mean	sd	Mean	sd	Mean	sd	Mean	sd
Female	200	3.24	0.66	3.26	0.63	3.26	0.66	3.27	0.63	3.26	0.63
Male	400	3.36	0.65	3.36	0.64	3.37	0.65	3.38	0.66	3.37	0.63
Total	600	3.32	0.66	3.33	0.64	3.34	0.66	3.34	0.65	3.33	0.63
t		-2.003		-1.758		-2.013		-1.915		-1.983	
P		0.045*		0.079		0.043*		0.053		0.048*	

*, = Significant difference between groups (p<0.05).

As it can be seen in Table 2, while no statistical change was observed in the dimensions of human-sourced and symbolic leadership depending on the gender factor. The mean values of men were found to be structural, (3.36 ± 0.65), political (3.37 ± 0.65) and general leadership (3.37 ± 0.63). Dimensions were higher than the values for women in structural (3.24 ± 0.66), political (3.26 ± 0.66) and general leadership (3.26 ± 0.63) and this change was statistically significant was found (p<0.05).

Table 3. Self-Efficacy changes depending on the way the pedagogical formation is taken

Pedagogical Formation	N	Participation		Strategy		Management		Self-Efficacy	
		Mean	sd	Mean	sd	Mean	sd	Mean	sd
Formal Education	250	3.37	0.68	3.47	0.63	3.45	0.64	3.43	0.62
External Education	350	3.31	0.68	3.39	0.67	3.37	0.67	3.36	0.65
t		0.968		1.461		1.373		1.298	
p		0.333		0.140		0.166		0.191	

As can be seen from Table 3, no significant statistical change was observed in any of the self-efficacy dimensions depending on the way the pedagogical formation was taken.

Table 4. Leadership Orientation changes depending on the way pedagogical formation is taken

Pedagogical Formation	N	Structural		Human sourced		Political		Symbolic		General Leadership	
		Mean	sd	Mean	sd	Mean	sd	Mean	sd	Mean	sd
Formal Education	250	3.27	0.60	3.29	0.57	3.28	0.61	3.31	0.57	3.29	0.57
External Education	350	3.36	0.70	3.35	0.68	3.37	0.69	3.37	0.70	3.36	0.67
t		-1.658		-1.223		-1.665		-1.119		-1.465	
p		0.090		0.209		0.089		0.248		0.133	

As can be seen from Table 4, no significant statistical change was observed in any of the leadership orientation dimensions depending on the way the pedagogical formation was taken.

Table 5. Self-Efficacy changes due to age factor

Age	N	Participation		Strategy		Management		Self-Efficacy	
		Mean	sd	Mean	sd	Mean	sd	Mean	sd
18-22	384	3.37	0.64	3.47	0.61	3.44	0.62	3.42	0.60
23-27	216	3.27	0.75	3.35	0.72	3.34	0.72	3.32	0.71
t		1.739		2.036		1.650		1.865	
p		0.069		0.033*		0.087		0.049*	

*, = Significant difference between groups (p<0.05).

As it can be seen in Table 5, while no statistical change was observed in the Participation and Management dimensions depending on the age factor. Strategy (3.47 ± 0.61) and self-efficacy (3.42 ± 0.60) dimensions of the average value of individuals aged 18-22 were higher than those of individuals aged 23-27 (3.35 ± 0.72)- (3.32 ± 0.71), and this change was found to be statistically significant (p<0.05).

Table 6. Leadership Orientation changes due to age factor

Age	N	Structural		Human sourced		Political		Symbolic		General Leadership	
		Mean	sd	Mean	sd	Mean	sd	Mean	sd	Mean	sd
18-22	384	3.32	0.63	3.33	0.60	3.33	0.62	3.34	0.63	3.33	0.60
23-27	216	3.31	0.71	3.32	0.70	3.34	0.72	3.35	0.70	3.33	0.69
t		0.194		0.266		-0.186		-0.180		0.019	
P		0.841		0.781		0.847		0.853		0.984	

As can be seen from Table 6, no statistical change was observed in Leadership orientation dimensions depending on the age factor.

Table 7. Changes in Self-Efficacy depending on the department studied

Department	N	Participation		Strategy		Management		Self-Efficacy	
		Mean	sd	Mean	sd	Mean	sd	Mean	sd
Teaching	250	3.37	0.68 ^b	3.47	0.63 ^b	3.45	0.64 ^b	3.43	0.62 ^b
Coaching	125	3.21	0.46 ^b	3.32	0.51 ^b	3.24	0.48 ^b	3.26	0.46 ^b
Management	125	3.21	0.80 ^b	3.30	0.77 ^b	3.28	0.78 ^b	3.26	0.76 ^b
Recreation	100	3.58	0.69 ^a	3.59	0.67 ^a	3.65	0.67 ^a	3.61	0.64 ^a
F		7.539		5.229		9.431		7.825	
P		0.001*		0.001*		0.001*		0.001*	

*_{1, 2, 3} = Significant difference between groups (p<0.05).

As can be seen in Table 7, there are significant differences between departments in all self-efficacy dimensions depending on the department studied. It has been determined that the averages of the recreation department are higher than the averages of participation (3.58 ± 0.69), strategy (3.59 ± 0.67), management (3.65 ± 0.67) and self-efficacy (3.61 ± 0.64), other part this change is statistically significant, and this difference between departments is in favor of the recreation department.

Table 8. Leadership Orientation changes depending on the department studied

Bölüm	N	Structural		Human sourced		Political		Symbolic		General Leadership	
		Mean	sd	Mean	sd	Mean	sd	Mean	sd	Mean	sd
Teaching	250	3.27	0.60 ^b	3.29	0.57 ^b	3.28	0.61 ^b	3.31	0.57 ^b	3.29	0.57 ^b
Coaching	125	3.09	0.51 ^c	3.11	0.48 ^c	3.11	0.49 ^c	3.11	0.52 ^c	3.10	0.49 ^c
Management	125	3.39	0.74 ^b	3.39	0.71 ^b	3.41	0.74 ^b	3.40	0.74 ^b	3.39	0.71 ^b
Recreation	100	3.66	0.72 ^a	3.61	0.74 ^a	3.66	0.72 ^a	3.66	0.73 ^a	3.65	0.71 ^a
F		15.569		13.096		15.206		14.930		15.575	
p		0.001*		0.001*		0.001*		0.001*		0.001*	

*_{1, 2, 3} = Significant difference between groups (p<0.05)

As can be seen in Table 8, there are significant differences between departments in all Leadership Orientation dimensions depending on the department studied. It has been determined that the averages of the recreation department are higher than the averages of the

other departments. Of structural (3.66 ± 0.72), human sourced (3.61 ± 0.74), political (3.66 ± 0.72), symbolic (3.66 ± 0.73) and general leadership (3.65 ± 0.71), and this change is statistically significant and this difference, is in favor of the recreation department among the departments.

Table 9. Self-efficacy and Leadership Correlation values

Self-Efficacy	Self-Efficacy		Leadership Orientation
	r	1	0.572**
p		0.001*	
N		600	

** = Correlation is significant at the 0.01 level ($p < 0.05$).

As can be seen in Table 9, a positive and significant relationship was found between self-efficacy and leadership orientations. In this relationship, it is understood that as a result of an increase in one of both variables, the other will also increase.

DISCUSSION AND CONCLUSION

When the results of our study were examined, it was understood that the differences between the proficiency and leadership changes of physical education teacher candidates according to the way they received pedagogical formation education may affect the education process. It should be taken into account that the characteristics and instantaneous situations of the individuals participating in this study may affect the result of the study and may differ from other studies.

When we look at the variables related to the gender factor, there is no change in favor of self-efficacy, while there is a significant difference in favor of male participants in the sub-dimensions of structural, political and general leadership in the gender-related leadership factor. This difference may be due to the fact that male participants are given a different role by society depending on physical and environmental factors, the gender factor is sometimes in favor of men and they are seen as potential leaders by the society. When we look at the other studies, while no significant difference was observed between the teacher competencies and the gender variable (Kösterelioğlu and Kösterelioğlu, 2008; Kalkan, 2012; Kahramanoğlu and Ay, 2013), in the study conducted by Şahin (2016), it was determined that the self-efficacy beliefs were in favor of male participants compared to the gender variable.

Güngör (2016), on the other hand, did not find a significant difference between leadership orientations and gender variable in her research on the leadership characteristics of physical education teacher candidates. In another study, the competencies of pedagogical formation education students were examined and no differentiation was observed according to the gender

variable (Yıldız and Yıldız, 2018). When the self-efficacy perceptions of pedagogical formation students by gender were examined, no significant difference was observed (Çocuk et al., 2015).

When the results are examined according to the way of pedagogical formation, no difference in favor of competence and leadership can be seen, it is thought that the reason for this may be the institution where the education is received, individual and environmental factors. When the studies are examined, it is seen that the self-efficacy belief levels of the students who participated in the pedagogical formation certificate program in the studies of Bulut and Oral (2011) and Yeşilyurt (2013) are high. When we look at the study of Kavrayıcı and Bayrak (2016), different results were observed in the candidates who received pedagogical formation certificate training according to the branch variable. In another study which examining School of Physical Education and Sports Graduates' and other teacher candidates taking pedagogical formation, Akoğuz Yazıcı and Kalkavan (2016) determined that the efficacy belief was in favor of School of Physical Education and Sports Graduates' according to the department variable. While the main target in our study was the thought that a change might occur between the two groups who received pedagogical formation education in different ways, the lack of this difference in our study may be attributed to many factors.

These factors may be reasons such as; the individuals participating in the pedagogical formation certificate program at their own request or loving their job and doing it willingly. In addition, the university where the individual's takes courses and the quality of the course content are also an important factor, and it is possible to obtain different results in studies on other groups. Even tough there is a willing and good student group, the education courses compressed into one year turn into a good education as a result of the student's own effort. Spreading the pedagogical formation education in suitable and wide time periods instead of a compressed time period may be better for the student to better understand and apply the course content.

When we look at the competence and leadership factors according to the age variable, it is seen that the age variable covers the strategy and self-efficacy sub-dimensions in favor of competence and 18-22 age groups, but no change related to the leadership factor has been observed. The reason for this may be the enthusiasm and desire of being a teacher candidate at a young age, and since these feelings may decrease in the future, as a result it can be thought that self-confidence is high at young ages. Leadership Factor, on the other hand, can be thought of as each of the participants sees themselves as a leader because of their abilities. While in the studies conducted by Ağırman (2016), Bökeoğlu and Yılmaz (2008) on teacher competence

and leadership, it was concluded that age does not have any effect on competence and leadership, in the study of Aypay (2010), we can see that proficiency differs according to the age variable. There was no significant difference between the leadership orientation of the students receiving sports education and the age variable Çar (2013).

In another study, when the self-efficacy perceptions of pedagogical formation students were examined according to the age variable, no significant difference was found (Çocuk et al., 2015). It is a possible expectation that the age factor has an effect on competence and leadership. The fact that the age levels of the participants are high in studies to be conducted with different study groups may contribute to the emergence of the effect of age.

When the variable of the department of education is examined, it is seen that there is a significant difference in favor of the recreation department in both factors according to the proficiency and leadership factors. It is observed that this significant difference is between all departments, but the recreation department stands out compared to the other three departments: physical education, coaching and sports management. It can be assumed that one of the reasons for this significant difference is that the students of the recreation department stand out compared to the other three departments, considering that they can increase their functionality thanks to these skills in the society where their course styles and work areas require competence and leadership skills.

On the other hand, although recreation has many Turkish equivalents, it can be thought that it is called the most frequently used 'leisure time' and that recreation students should have high proficiency and leadership levels for this field. In his study, Özmutlu (2008) revealed that there is a significant difference in the leadership of School of Physical Education and Sports students according to the variable of the department they study. In his study, Aydın (2016) examined the leadership characteristics according to the department variable and found a significant difference. In a study conducted with pedagogical formation education students, it was observed that the variable of education program differed significantly (Yıldız and Yıldız, 2018). In another study, the self-efficacy perceptions of pedagogical formation students according to the department variable were examined and significant differences were observed (Çocuk et al., 2015).

According to the results of the Pearson Correlation test, a strong positive relationship was found between self-efficacy and leadership. When the self-efficacy factor increases, the leadership factor increases and the same relationship occurs when the leadership factor

increases. As a result of this result, the individual can continue her/his development in both directions with less effort.

As a result, the pedagogical formation certificate program, in which the physical education and sports teacher candidates, whose proficiency and leadership changes are examined according to their pedagogical formation taking styles, eliminate the differences in line with their own wills and efforts, will contribute to the elimination of the differences by better planning on the basis of time and content.

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