

Self-evaluations of Physical Education Teachers

Turhan Toros¹, Mehmet Bayansalduz² and Fikret Soyer³

¹Mersin University, School of Physical Education and Sports, Mersin, Turkey, 33343,

²Mugla Sitki Kocman University, School of Physical Education and Sports, Mugla, Turkey, 48000

³Sakarya University, School of Physical Education and Sports, Sakarya, 54187, Turkey,

E-mail: ¹<turhantoros@mersin.edu.tr>, ²<bayansalduz@mu.edu.tr>,

³<fikretsoyer@gmail.com>

KEYWORDS Self-efficacy. Self-esteem. Assertiveness. Private School. State School

ABSTRACT In this study, the relationship between self-respect, self-esteem and assertiveness levels of physical education teachers who work in private and state schools is compared in terms of gender and experience period. In total 404 physical education teachers, of which 249 are female and 155 are male, participated in the research voluntarily. There are 203 physical education teachers who work in private schools and 201 teachers who work in state schools. The average age of the participants is 36,23±11,86. The data is collected using the Self Efficacy Scale (SES), the Stanley Coopersmith Self Esteem Scale (SES) and the Rathus Assertiveness Schedule (RAS) with the teachers. For measuring the effect of independent variables on self-esteem and assertiveness levels, a one-way ANOVA is used for the groups more than two and a t-test is used for double groups, and as post-hoc test, the LSD analysis is conducted in the cases where a variance analysis is meaningful at a 0.05 confidence level ($p < 0.05$). According to research data, there is a significant difference between the levels of average self-esteem points of physical education teachers who work in private schools and those who work in state schools ($p < 0.05$). There is also a significant difference between the levels of average self-efficacy points of physical education teachers who work in private schools and those who work in state schools ($p < 0.05$). There is a significant difference between the levels of average self-esteem points of female physical education teachers and that of male physical education teachers ($p < 0.05$). In conclusion, self-esteem, self-efficacy and assertiveness are important for teachers in terms of gender and experience period.

INTRODUCTION

The role of a teacher in state and private schools has been widely institutionalized. There are teachers who stand behind each student to help them achieve their goals and passions. Teachers hold a great place in the development of individuals and societies. Besides, each student who has completed his/her primary education is entitled to secondary education and has a right to continue secondary education and take advantages of interest, competence and abilities of the secondary education's opportunities (Tubitak 2015).

Teachers teach the rules and tactics of the school and life to their students. Teachers who prepare the students for life by discovering their talents and who teach them proper discipline also prepare them for the future through observing

and determining their imperfections and weaknesses.

Changes in demographic features such as globalization, technology and social standards have necessitated the occurrence of new teaching behaviors unprecedentedly. However, teaching problems continue today and the factors such as experience, culture and gender are affecting teaching styles.

It is important for teachers to present what they have and to serve as a model for the development, leading students to success. In this regard, if teachers who assume the role of teaching and the responsibility of developing the student know their personal characteristics and the features of teaching styles, it will allow them to guide their students.

A high level of self-efficacy ensures that teachers control the events in their students' life and reach necessary resources. The term self-efficacy is defined as the belief of people that they have the necessary cognitive, motivational and behavioral sources to control their life and the capacity to use these sources when required (Bandura 1986; Zimmerman and Martinez-Pons 1990; Zimmermann 1995).

Address for correspondence:

Dr. Fikret Soyer

Sakarya University, School of Physical Education and Sports, Serdivan, Sakarya, 54187, TURKEY

Telephone: +90 (264) 295 66 43

Fax: +90 (264) 295 66 42

E-mail: fikretsoyer@gmail.com

Self-efficacy is not the capacity of judgment that an individual possesses, rather it is the general judgment of an individual about the things he possesses, it's a cognitive process and objective perception (Morris and Summeres 1995). According to Bandura, on the other hand, self-efficacy is "the judgment of an individual concerning his capacity to organize necessary activities for displaying a certain performance and to achieve success" (Kovic et al. 1998). The term self-efficacy developed by Bandura in 1997 has been combined with behavior modification theory, at first. Then it has been interpreted within the social cognitive theory of Bandura (Gursel 2003).

It is determined in the cross-cultural studies that the concepts regarding self-perception of an individual are related to his relation patterns in social groups (Triandis et al. 1990).

While being independent and unique as well as internal attributions are important in Western societies, interconnection, relations and social environment are important in Asian societies (Yeung and Watkins 2000).

Self-esteem is deterministic for behaviors in individuals. Teachers face some problems arising out of them and the environment in schools as well as the conflicts they have inside themselves. One of these problems is the classroom where there exists an intensive and stressful environment. Thus, being a teacher causes occurrences for considerably stressful individuals. Negative or positive experiences of teachers during this process can cause change in their self-esteem. The teaching process can be expressed as a turning point in terms of development of self-esteem (Woolfolk 2001; Tarcanlıoğlu 2005). In addition, while the trait of self-esteem is stable within time, the state of self-esteem changes with situations (Eraslan 2014).

When a student achieves success, his teacher also shares this success. On the other hand, students need not achieve success for the teacher to develop self-esteem. Further to that, a sense of belonging, identification and student success percentage can be closely related to self-esteem. A high level of self-esteem allows individuals to feel confident in life, to achieve success and happiness, to overcome and change disappointments in life. When literature is examined, enterprising individuals do not demonstrate insulting and punishing behaviors in their environment unless they find any reason (Deryahanoglu 2014). On

the other hand, in a study, it was indicated that physical self-esteem is associated with physical activity (Haugen et al. 2013).

Socialization and acquiring social skills are of capital importance in the teaching profession. Teachers can gain different social skills in the socialization process. This condition is interpreted as when some people can have timid skills, some have tough and some have assertive skills. One cannot expect an individual to behave in the same way all the time. Assertive behavior is expected from a teacher who sometimes behaves tough and sometimes behaves timid. An assertive teacher is defined, as a person who really cares about others and at the same time knows his own rights (Guler et al. 2005). Another definition of assertiveness is the ability of an individual to express his negative and positive feelings, ideas and desires without ignoring the rights of others and without feeling guilty and anxious (Koroglu 2002). Assertiveness is a personality trait. Assertive behavior is an interpersonal behavior style that aims at mentioning personal feelings, ideas and desires on honesty grounds.

The aim of the research is to compare the relationship between the levels of self-esteem, self-efficacy and assertiveness of physical education teachers who work in private and state schools in terms of their gender and experience periods. As a result of the study, a rarely discussed subject in educational pedagogy is handled by carrying out the analysis of the relationship between the levels of self-esteem, self-efficacy and assertiveness that are considered important for physical education teachers who work in private and state schools in terms of their gender and experience period.

METHODOLOGY

Participants

The sample comprised 404 physical education teachers who work in private and state schools throughout Turkey. This study was carried out to compare the relationship between the self-esteem, self-efficacy and assertiveness levels of physical education teachers who work in private and state schools in terms of their gender and experience period. The random sampling technique is used for the selection of physical education teachers. In total- 404 physical educa-

tion teachers, of which 249 are female and 155 are male, participate in the research voluntarily. There are 203 physical education teachers who work in private schools and 201 teachers who work in state schools. The average age of the participants is 36.23 ± 11.86 .

Self-Efficacy Scale (SES)

The Self Efficacy Scale (SES) developed by Riggs, Warka, Babasa, Betancourt and Hooker in 1994 is used in the research. The Self Efficacy Scale is developed to measure the belief of individuals in their own capacities. The scale adapted to Turkish by Ocel (2002) is composed of 10 items. The test subjects determine to what extent they agree with the statements in the items by using a 5-point Likert Scale and the numeric values marked for the items are summed to obtain a single efficacy point. Minimum 10 and maximum 50 points can be obtained as the result, and high points are considered as indicators of high self-efficacy belief. The internal consistency coefficient calculated by Riggs et al. (1994) and reported by other researchers is defined as .80. To examine the structural validity of the Turkish form of the scale, a factor analysis is conducted on the collected data and it is decided to use the items of which the factor range is .30 at least. As a result of the analysis, it is determined that the scale is single factorial and factor range values of the items varied from .32 to .85, that is to say that the factor range values of all items are greater than .30. Based on these findings, it is concluded that the Turkish form of the scale is sufficient in terms of structural validity. On the other hand, the internal consistency coefficient of the scale is calculated as .61. This value is found sufficient although it is not as high as expected (Ocel 2002).

Stanley Coopersmith Self Esteem Scale (SES)

For calculating self-esteem points of physical education teachers, the Self Esteem Scale (SES) is used which was developed by Stanley Coopersmith and adapted to Turkish by Turan and Tufan (1987) upon conducting a validity and reliability test. Turan and Tufan determined the test-retest reliability of the scale as 0.65 and 0.76 in their studies conducted every other year. The scale is composed of 25 items that can be marked as "like me" or "don't like me". There are state-

ments concerning the individuals' view of life, family relations, social relations, and tolerability. The points vary between 0 and 100. The evaluation is made considering whether the self-esteem is lower or higher than the average. If the obtained point is lower than the average, it means self-esteem level is low, and if it's higher than the average, it means the self-esteem level is high.

Rathus Assertiveness Schedule (RAS)

For determining assertiveness levels of physical education teachers, the Rathus Assertiveness Schedule (RAS) developed by Rathus is used. The validity and reliability test of the scale is conducted by Voltan (1983) in Turkey. Voltan determined the alpha consistency coefficient of the schedule as 0.70 and determined the test-retest reliability as 0.92. The schedule that can be conducted on adolescents and adults and is composed of 30 items. Of these items, 17 are negative and 13 are positive. Individuals who obtain a point lower than '+10' from the schedule are considered timid, and the ones who obtain a point higher than '+10' are considered assertive.

Data Analysis

For measuring the effect of independent variables on self-esteem, self-efficacy, and assertiveness levels, a one-way ANOVA is used for more than two groups and a t-test is used for double groups. The relationship between certain independent variables and scales are evaluated by correlation and descriptive features are figured as percentages in data analysis. As a post-hoc test, the LSD (Least Significant Difference) analysis is conducted in the cases where variance analysis is meaningful at a 0.05 confidence level ($p < 0.05$).

RESULTS

According to research data, there is a significant difference between the levels of average self-esteem points of Physical Education Teachers in private and state schools ($p < 0.05$). This difference is due to the higher self-esteem levels of Physical Education Teachers in private schools compared to Physical Education Teachers in state schools (Table 1).

According to research data, there is a significant difference between the levels of average

Table 1: The analysis concerning the difference between teachers in private and state schools and self esteem

<i>Physical education teachers</i>	<i>n</i>	<i>Self- esteem average X</i>	<i>SD</i>	<i>T</i>	<i>P</i>
Physical education teachers in private schools	203	75.07	±16.89	2.267	0.038
Physical education teachers in state schools	201	70.72	±15.09		

self-efficacy points of Physical Education Teachers in private and state schools ($p < 0.05$). This difference is due to the higher self-efficacy levels of Physical Education Teachers in private schools compared to Physical Education Teachers in state schools (Table 2).

According to research data, there is no significant difference between the levels of average assertiveness points of Physical Education Teachers in private and state schools ($p > 0.05$) (Table 3).

According to research data, there is a significant difference between the levels of average self-esteem points of female Physical Education

Teachers and male Physical Education Teachers ($p < 0.05$). This difference is due to the higher self-esteem levels of female Physical Education Teachers compared to male Physical Education Teachers (Table 4).

According to research data, there is a significant difference between the levels of average self-efficacy points of female Physical Education Teachers and male Physical Education Teachers ($p < 0.05$). This difference is due to the higher self-efficacy levels of female Physical Education Teachers compared to male Physical Education Teachers (Table 5).

Table 2: The analysis concerning the difference between teachers in private and state schools and self-efficacy

<i>Physical education teachers</i>	<i>n</i>	<i>Self- esteem average X</i>	<i>SD</i>	<i>T</i>	<i>P</i>
Physical education teachers in private schools	203	3.87	±1.80	2.002	0.046
Physical education teachers in state schools	201	1.67	±1.03		

Table 3: The analysis concerning the difference between teachers in private and state schools and assertiveness level

<i>Physical education teachers</i>	<i>n</i>	<i>Self- esteem average X</i>	<i>SD</i>	<i>T</i>	<i>P</i>
Physical education teachers in private schools	203	19.56	±22.67	-1.389	0.123
Physical education teachers in state schools	201	22.34	±20.69		

Table 4: The analysis concerning the difference between gender and self-esteem

<i>Gender</i>	<i>n</i>	<i>Self- esteem average X</i>	<i>SD</i>	<i>T</i>	<i>P</i>
Female physical education teachers	249	76.34	±15.49	2.567	0.012
Male physical education teachers	155	69.23	±15.80		

Table 5: The analysis concerning the difference between gender and self-efficacy

<i>Gender</i>	<i>n</i>	<i>Self- esteem average X</i>	<i>SD</i>	<i>T</i>	<i>P</i>
Female physical education teachers	249	3.66	±1.34	2.234	0.033
Male physical education teachers	155	1.09	±1.19		

According to research data, there is a significant difference between the levels of average assertiveness points of female Physical Education Teachers and male Physical Education Teachers ($p < 0.05$). This difference is due to the higher self-efficacy levels of male Physical Education Teachers compared to female Physical Education Teachers (Table 6).

According to research data, there is no significant difference between the levels of average self-esteem points of Physical Education Teachers in terms of experience period ($p > 0.05$) (Table 7).

According to research data, there is no significant difference between the levels of average self-efficacy points of Physical Education Teachers in terms of experience period ($p > 0.05$) (Table 8).

According to research data, there is no significant difference between the levels of average assertiveness points of Physical Education Teachers in terms of experience period ($p > 0.05$) (Table 9).

DISCUSSION

The aim of this study is to compare the relationship between the self-esteem, self-efficacy and assertiveness levels of physical education teachers who work in private and state schools in terms of their gender and experience period.

According to research data, there is a significant difference between the levels of average self-esteem points of Physical Education Teachers in private and state schools. This difference is due to the higher self-esteem levels of Physical Education Teachers in private schools com-

Table 6: The analysis concerning the difference between gender and assertiveness level

<i>Gender</i>	<i>n</i>	<i>Self- esteem average X</i>	<i>SD</i>	<i>T</i>	<i>P</i>
Female physical education teachers	249	20.01	±20.56	-2.567	0.028
Male physical education teachers	155	24.98	±23.41		

Table 7: The analysis concerning the difference between experience period and self esteem

<i>Experience period</i>	<i>n</i>	<i>Self- esteem average X</i>	<i>SD</i>	<i>T</i>	<i>P</i>
0-5 years	108	71.34	±16.45	2.490	0.111
6-10 years	97	70.08	±16.23		
11-15 years	99	71.56	±14.12		
16-20 years	100	72.00	±15.39		

Table 8: The analysis concerning the difference between experience period and self-efficacy

<i>Experience period</i>	<i>n</i>	<i>Self- esteem average X</i>	<i>SD</i>	<i>T</i>	<i>P</i>
0-5 years	108	1.12	±1.12	2.700	0.123
6-10 years	97	2.90	±1.03		
11-15 years	99	2.51	±1.09		
16-20 years	100	1.69	±1.21		

Table 9: The analysis concerning the difference between experience period and assertiveness level

<i>Experience period</i>	<i>n</i>	<i>Self- esteem average X</i>	<i>SD</i>	<i>T</i>	<i>P</i>
0-5 years	108	18.45	±22.67	1.129	0.309
6-10 years	97	18.09	±20.34		
11-15 years	99	19.36	±20.41		
16-20 years	100	19.76	±19.11		

pared to Physical Education Teachers in state schools.

According to research data, there is a significant difference between the levels of average self-esteem points of female Physical Education Teachers and male Physical Education Teachers. This difference is due to the higher self-esteem levels of female Physical Education Teachers compared to male Physical Education Teachers.

According to research data, there is no significant difference between the levels of average self-esteem points of Physical Education Teachers in terms of experience period.

One of the important factors that cause an increase in self-esteem is social appreciation. Today, the teachers' desire to gain social appreciation increases their self-esteem (Tasgin 2004; Tekin et al. 2006). Low or high self-esteem levels in the research can give rise to thought or necessity of conducting more active education with groups. The self-esteem controlling theory is based on the teachers' desire to maintain self-esteem on a positive level. According to this model, teachers use a self-esteem controlling strategy to maintain their self-esteem. Enjoying the success means the increasing relation of an individual with a successful individual or group to increase his self-esteem.

According to research data, there is a significant difference between the levels of average self-efficacy points of Physical Education Teachers in private and state schools. This difference is due to the higher self-efficacy levels of Physical Education Teachers in private schools compared to Physical Education Teachers in state schools.

According to research data, there is a significant difference between the levels of average self-efficacy points of female Physical Education Teachers and male Physical Education Teachers. This difference is due to the higher self-efficacy levels of female Physical Education Teachers compared to male Physical Education Teachers.

According to research data, there is no significant difference between the levels of average self-efficacy points of Physical Education Teachers in terms of experience period.

According to the social cognitive theory, one of the leading mechanisms that affect the individuals' processes of regulating and controlling their own behaviors is their belief in their own self-efficacy. In the beginning, the term self-efficacy has been defined as the individuals' belief that they can successfully exhibit necessary behaviors to reach a certain result (Bandura 1997).

Then this definition changed to the belief of people that they have the necessary cognitive, motivational and behavioral sources to control their life and the capacity to use these sources when required (Bandura 1986). Decisions regarding self-efficacy affect activity and environmental events regardless of whether they are right or wrong. While people avoid performing activities that go beyond their skills, they perform the activities and decisions that they think they would be successful in (Aksayan and Gozumi 1998). Decisions regarding self-efficacy also determine how much effort an individual would make and how insistent he would be despite of the difficulties and reluctance. While individuals who have serious doubts about their abilities and skills lose power, become unwilling and give up making effort under difficulties- the individuals who believe in their abilities make more effort under difficulties (Schwarzer and Fuchs 2005).

According to research data, there is no significant difference between the level of average assertiveness points of Physical Education Teachers in private and state schools.

According to research data, there is a significant difference between the levels of average assertiveness points of female Physical Education Teachers and male Physical Education Teachers. This difference is due to the higher self-efficacy levels of male Physical Education Teachers compared to female Physical Education Teachers.

According to research data, there is no significant difference between the levels of average assertiveness points of Physical Education Teachers in terms of experience period.

In some studies, it has been stated that the teaching profession is a repressive and stressful experience such that the situation affects self-esteem and assertiveness levels of teachers in a negative way. As the experience level increases, self-esteem and assertiveness points decrease. Also, it can be said that the teachers' educational experience, situation of adaptation to life, increased age, situation of coping with stress, and learning and applying communication techniques have an impact on increasing assertiveness and self-esteem levels. The research is parallel with the teacher behavior research (Yesilyaprak 1997). When research results are compared with the results of other studies, it can be seen that the points are similar with other studies although average self-esteem and assertiveness points of teachers are a little higher. Research findings are supported by other studies (Yalim 2001; Sanford and Donovan 1984).

Behaving assertive is a factor that increases self-esteem in individuals (Toros 2011; Toros 2012). An individual who has self-esteem wants people to respect his rights and he also respects the rights of others and their right to express their feelings, ideas and desires. Hence, high level of self-esteem can also be effective on behaving assertive.

CONCLUSION

As a result, despite the fact that self-efficacy, self-esteem and assertiveness on physical education and sport teachers is a matter at hand and concept, it seems difficult to pass judgment on it because of the limited number of studies examining the relationships and differences among those concepts. Ultimately, the goals of teachers may differ from individual to individual. It may not always be observed that individuals act together in line with the same goals within the environment in physical education lessons. Concepts such as self-efficacy, self-esteem and assertiveness may reveal that teachers need to have a solidarity feeling in a classroom environment or necessity of self-efficacy feeling for students so that they can achieve their goals. As a communitarian norm, teachers are consolidated as being superior to others, coming into prominence and being a star, and display this as the necessity of being master rather than showing the tendency of a personality. When all the findings are examined, there is a relationship between self-efficacy, self-esteem and assertiveness and their levels may change.

In conclusion, it is suggested to consider the researchers' studies on the same issues comprehensively and multifaceted.

RECOMMENDATIONS

As the researches concerning gender, age, experience and education level in the teaching profession are insufficient, researchers should examine different demographic features of both females and males in the future studies.

REFERENCES

- Aksayan S, Gozum S 1998. Olumlu saglik davranislarinin baslatilmasi ve surdurulmesinde oz etkililik algisinin onemi. *Cumhuriyet University Journal of High School of Nursing*, 2(1): 35-41.
- Alemdag S 2013. *Ogretmen Adaylarinda Fiziksel Aktiviteye Katilim, Sosyal Gorunus Kaygisi ve Sosyal Oz-Yeterlik Iliskisinin Yncelenmesi*. PhD Thesis, Unpublished. Trabzon: Karadeniz Technical University.
- Bandura A 1996. *Self-efficacy: The Exercise of Control*. New York: Freeman.
- Bandura A 1986. *Social Foundation of Thought and Action: A Social Cognitive Theory*. New Jersey: Prentice Hall.
- Bandura A 1997. Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84: 191-215.
- Current Status of Education in Turkey. From <www.tubitak.gov.tr/tubitak_content_files/vizyon2023/eik/EK1.pdf> (Retrieved on 29 April 2015).
- Deryahanoglu G 2014. *Kick Boks Hakemlerinin Karar Verme Ve Atilganlik Duzeylerinin Algılanan Mesleki Yeterlilik Uzerine Etkisinin Incelenmesi*. Master Thesis, Unpublished. Sakarya: Sakarya University.
- Dietz-Uhler B, Harrick EA, End C, Jacquemotte L 2000. Sex differences in sport fan behavior and reasons for being a sport fan. *Journal of Sport Behavior*, 23: 219-231.
- Erarslan O 2014. *Universite Ogrencilerinde Psikolojik Saglamlık ile Depresif Belirtiler ve Yasam Memnuniyeti Arasindaki Iliskide Benlik Saygisi, Pozitif Dunya Gorusu ve Umudun Araci Rolunun Incelenmesi*. Master Thesis, Unpublished. Ankara: Hacettepe University.
- Guler D, Aydos L, Koc 2005. Devlet ilkogretim 6, 7 ve 8. Sinif Ogrencilerinin Egitim Duzeylerinin ve Sportif Faaliyetlere Katilimlerinin Atilganliklarına Etkisi. *Symposium on Philosophical Foundations of Physical Education and Sports Education Performance* in Celal Bayar University, Manisa, April 8 to 9, 2005.
- Gursel F 2003. *Ortopedik Engelli Olmayan Cocuklarda Farkli Hedef Belirleme Turlerinin Dart Performansina Etkisi ve Ayni Donemdeki Psikik Sureclerinin Karsilastirilmesi*. PhD Thesis, Unpublished. Ankara: Hacettepe University.
- Haugen T, Ommundsen Y, Seiler S 2013. The relationship between physical activity and physical self-esteem in adolescents: The role of physical fitness indices. *Pediatric Exercise Science*, 25(1): 138-153.
- Knapen J, Van de Vliet P, Van Coppenolle H, 2005. Comparison of changes in physical self-concept, global self-esteem, depression and anxiety following two different psychomotor therapy programs in nonpsychotic psychiatric inpatients. *Psychother Psychosom*, 74: 353-361.
- Koroglu E 2002. *Atilganlik Nedir? (What is Assertiveness?) Contemporary Psychology*. Ankara: HYB Publishing.
- Kovic S, Alexander D, Fed L 1998. Social cognitive theory and self-efficacy: Going beyond traditional motivational and behavioral approaches. *Organizational Dynamics*, 24(4): 98-64.
- McAuley E, Jerome GJ, Marquez DX, Elavsky S, Blissmer B 2003. Exercise self-efficacy in older adults: Social, affective, and behavioral influences. *The Society of Behavioral Medicine*, 25(1): 1-7.
- Morris T, Summeres J 1995. *Sport Psychology*. Melbourne: John Wiley- Sons.
- Ocel H 2002. *Takim Sporu Yapan Oyunculara Kolektif Yeterlik Oz-yeterlik ve Sayginlik ile Basari Algi ve Beklentileri Arasindaki Iliskiler*. Master Thesis, Unpublished. Ankara: Hacettepe University.

- Riggs M L, Warka J, Babasa B, Betancourt R, Hooker S 1994. Development and validation of self-efficacy and outcome expectancy scales for job-related applications. *Educational and Psychological Measurement*, 58: 1017-1034.
- Sanford LT, Donovan ME 1984. *Women and Self-esteem*. New York: Penguin.
- Schwarzer R, Fuchs R 2005. Self- efficacy and health behaviors. In: M Conner, P Norman (Eds.): *Predicting Health Behavior: Research and Practice with Social Cognition Models*. Buckingham: Buckingham Open University Press, pp. 163-196.
- Tarcanlioglu L 2005. Pre-service EFL teachers' beliefs about foreign language learning and how they relate to gender. *Electronic Journal of Research in Educational Psychology*, 5(1): 145-162.
- Tasgin O 2004. Beden egitimi ve spor yuksekokulu ogrencilerinin ilgilendikleri spor dali ve kulturel farkliliklara dayali atilganliklerinin incelenmesi. *Ataturk University, Journal of Physical Education and Sports Sciences*, 6: 1-7.
- Tekin M, Akandere M, Arslan F 2006. Spor Yapan ve Yapmayan Ilkogretim Okullarinda Ogrenim Goren Ogrencilerin Cesitli Degiskenlere Gore Atilganlik Duzeylerinin Incelenmesi, *9th International Sports Sciences Congress*. Mugla, November 3 to 5, 2006.
- Toros T 2011. Relationship between the level of assertiveness and self-esteem in university sport spectators. *World Applied Sciences Journal*, 12(5): 726-731.
- Toros T 2012. Examination of self-esteem, job satisfaction and organizational commitment in employees of sports federations. *Energy Education Science and Technology Part B: Social and Educational Studies*, 4(1): 537-548.
- Triandis HC, Mccusker C, Hui CC 1990. Multimethod probes of individualism and collectivism. *Journal of Personality and Social Psychology*, 59: 1006-1020.
- Turan N, Tufan B 1987. Coopersmith Benlik Saygisi Envanteri'nin (SEI) Gecerlik-Guvenirlik Calismasi. *23rd National Psychiatry and Neurological Sciences Congress*. Istanbul, September 14 to 18, 1987.
- Voltan N 1980. Rathus atilganlik envanteri gecerlik ve guvenirlik calismasi. *Psychology Journal*, 10: 23-25.
- Woolfolk A 2001. *Educational Psychology*. Boston: Allyn and Bacon.
- Yalim E 2001. *Yuksekokul Ogrencilerinde Benlik Saygisinin Akademik Basari Ve Ana – Baba Ile Iletisime Etkisi*. Master Thesis, Unpublished. Kocaeli: Kocaeli University.
- Yesilyaprak B 1997. Universite Ogrencilerinin Ozsaygi, Atilganlik ve Denetim Odagi Acisindan Universiteye Giris ve Cikis Ozellikleri. *4th National Education Sciences Congress in Anadolu University, Eskisehir*, September 10 to 12, 1997.
- Yeung KW, Watkins D 2000. Hong Kong student teachers' personal construction of teaching efficacy. *Educational Psychology*, 20(2): 213-235.
- Zimmerman BJ, Martinez-Pons M 1990. Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology*, 82: 51-59.
- Zimmermann BJ 1995. Self-efficacy and educational development. In: A Bandura (Eds.): *Self-efficacy in Changing Societies*. Cambridge: Cambridge University Press pp. 50-71.