

How do physical education and sports teachers make decisions and does their self-confidence status vary?

Ender Ozbek¹, Muhsin Duran¹ and Rafet Fatih Cakmak^{2*}

¹Dicle University, Turkey.

²Free Researcher, Turkey.

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ABSTRACT

This research aims to examine the relationship between decision-making styles and self-confidence of physical education and sports teachers and to make statistical inferences with different variables. The relational survey model, one of the quantitative research methods, was used in the study. Personal Information Form, the "Decision Making Styles Scale (DSS)" adapted by Taşdelen (2002) and the "Self-Confidence Scale" were used to collect data. Skewness and Kurtosis values were found to be distributed between ± 1 . Accordingly, frequency, arithmetic mean, standard deviation, T-test, Pearson Correlation test, One-way variance analysis, and Anova test statistics tests were used to analyse the data. It was determined that there was a difference in the decision-making styles of physical education and sports teachers according to gender (dependent and avoidant), marital status (avoidant), age (dependent), title (dependent), and years of active teaching (dependent), and there was no difference according to the educational status variable; when the self-confidence scale was examined, it was determined that there was a difference in the title (external and total scale), and there was no statistical difference according to gender, marital status, age and years of active teaching. As a result, it is seen that there is a negative relationship between physical education and sport teachers' decision-making styles and self-confidence levels.

Keywords: Decision-making styles, physical education and sport teacher, self-confidence.

E-mail: *Corresponding author. E-mail: rfcakmak03@gmail.com.

INTRODUCTION

While the education system contributes to the development of individuals, it includes elements that require important decisions to be made in this process and self-confidence to be managed effectively. While physical education and sport teachers guide the physical, mental and social development of students, they also have to use their decision-making skills and maintain their self-confidence levels. At this point, how physical education and sport teachers' decision-making processes and self-confidence are affected and vary is an important research area (Acar, 2003).

Physical education and sport teachers play an important role in the physical and mental development of their students. They help students develop their skills, adopt a healthy lifestyle and socialise. The decision-making process of physical education and sport teachers is done by considering the needs and interests of their students. These decisions should

support students' learning and growth (Car, Arslan and Kurtoglu, 2022).

The decision-making process of physical education and sport teachers should support students' learning and growth. These decisions should encourage students to adopt an active and healthy lifestyle. Physical education and sport teachers should make decisions to help their students realise their potential (Kızılkaya and Erturan, 2018).

The complexity of education and training processes makes the professional roles of teachers and the challenges they face in fulfilling these roles evident. Physical education and sport teachers assume the responsibility of providing a comprehensive education by promoting students' physical development, the importance of sport and the adoption of a lifelong active culture. In this context, teachers' decision-making processes and self-confidence levels have the potential

to influence both individual student achievement and contribute to the quality of the education system in general (Ayvazoğlu and Demirhan, 2017).

This study aims to understand the decision-making processes and self-confidence levels of physical education and sport teachers. Physical education and sport teachers, as important figures in education, need to manage a series of decision-making processes such as student orientation, programme design, evaluation and meeting individual student needs. In this context, teachers' decision-making styles may be influenced by factors such as student profile, school culture and the dynamics of the teaching environment. In addition, teachers' self-confidence levels may also affect their decision-making processes because self-confidence is a factor that enables individuals to be more effective and confident in making and implementing their decisions.

Decision-making processes include the mechanisms by which individuals overcome the difficulties they face in daily life and determine the ways to achieve goals. These mechanisms are complex processes that reflect individuals' values, knowledge levels, experiences and personal characteristics (Simon, 1972). In particular, teachers should have decision-making skills in classroom interactions, lesson planning, understanding student needs, and evaluation processes (Johnson, 2013). However, the factors affecting teachers' judgements can vary greatly across personal characteristics, professional experiences and educational backgrounds.

Self-confidence is defined as individuals' belief in their abilities, knowledge and achievements (Bandura, 1997). Teachers' self-confidence levels play an important role in classroom interactions, leadership roles, and evaluating student performance. Lack of self-confidence can weaken teachers' ability to make decisions effectively, while high levels of self-confidence can increase teachers' motivation and lead to more positive classroom environments (Akgündüz and Bağdiken, 2018).

The research aims to provide important information that aims to contribute to the professional development of physical education and sport teachers. By contributing to the literature in this field, it aims to provide guidance for the development of more effective decision-making strategies and teacher self-confidence in education. The decision-making process and self-confidence of physical education and sport teachers can significantly affect students' learning and growth. Improving the decision-making process and self-confidence of physical education and sport teachers can encourage students to adopt an active and healthy lifestyle. In the study, the methods used by physical education and sport teachers in decision-making processes, the problems they face in decision-making processes and the factors affecting decision-making processes will be examined. This study aims to examine the decision-making styles and self-confidence levels of physical education and sport teachers according to the variables of gender, marital status, age, title and active teaching period.

METHOD

In this section, explanations about the research model, research group, data collection tools, and data analysis are given.

Research model

In this study, the survey model, one of the quantitative research methods, was used. In this model, survey studies are used to describe the subjects and to reveal a certain situation. They are descriptive studies that are generally used in social sciences and conducted to research masses with a large sample (Karasar, 2000).

While the survey model includes the data collection process representing a large sample, it allows us to make comprehensive and generalisations about the research topic. In this study, since we aimed to understand the relationship between physical education and sport teachers' decision-making processes and their self-confidence, the choice of survey model is logical. This model helps us to draw meaningful conclusions about the attitudes and self-confidence levels of the general population of teachers (Fink, 2019).

This study examines the relationship between physical education and sport teachers' decision-making processes and their self-confidence using the survey model. The survey model helped us to present the results obtained by statistical analysis of quantitative data obtained from a large sample. This approach aims to provide a basic understanding for future research and practice by providing an overview of the field.

Research group

The study population of this research consisted of 350 physical education and sports teachers working in the 2022-2023 academic year, selected by criterion sampling method from purposeful sampling methods. Relational survey model, one of the quantitative research methods, was used in the study. Personal Information Form, the "Decision Making Styles Scale (DSS)" adapted by Taşdelen (2002) and the "Self-Confidence Scale" were used to collect data. Skewness and Kurtosis values were found to be distributed between ± 1 . The demographic characteristics of the research group in the study are shown in Table 1.

Data collection tools

Personal information form

This form developed by the researchers collected information about the gender, marital status, title, age and active teaching period of the teachers participating in the study.

Table 1. Frequency and percentage distributions of demographic characteristics of physical education and sports teachers.

Features	Categories	f	%
Gender	Male	230	32.4
	Female	120	67.6
Marital status	Single	194	57.4
	Married	156	42.6
Title	Paid teacher	55	26.4
	Teacher	144	18.6
	Expert Teacher	118	45.3
	Head Teacher	33	9.8
Age	20-25	75	22
	26-33	98	25
	34-40	82	20.9
	41 and above	95	32.1
Active teaching period	1-4 years	70	30.4
	5- 9 years	80	31.1
	10-14 years	100	20.3
	15 years and above	100	18.2
Total		350	100

Decision-making styles scale

"Decision Making Styles Scale" developed by Scott and Bruce (1995) and adapted into Turkish by Taşdelen (2002) was used to determine the decision-making styles of athletes. The original 24-item form of the CVSQ consists of five sub-dimensions: rational, intuitive, dependent, spontaneous-instantaneous and avoidant decision-making styles. According to our results, the internal consistency alpha for the total score was found to be .74.

Self-confidence scale

Self-confidence Scale developed by Akın (2007) consists of 33 items. The scale consists of two sub-dimensions: internal self-confidence and external self-confidence. The scale consists of two sub-dimensions:

internal self-confidence and external self-confidence. The compliance of the research with ethical principles was approved by the decision of Dicle University Ethics Commission dated 03/06/2023 and numbered 2023-8.

Data analysis

SPSS 26.0 package programme was used to analyse the data obtained as a result of the research. Firstly, the data were edited and transferred to the Excel programme and then to the SPSS programme. The kurtosis and skewness values of the scales were also evaluated and as a result, it was seen that the data were normally distributed. Accordingly, t-test and one-way analysis of variance (ANOVA) were used.

The normality distribution of the total mean scores of decision-making style and self-confidence levels of physical education and sports teachers participating in the study is shown in Table 2.

Table 2. Descriptive statistics related to the total scores obtained from the decision-making style and self-confidence scale.

Scale score	Minimum	Maximum	Skewness	Kurtosis
Decision-making styles total	2.40	5.00	.635	.680
Self-confidence total	2.52	5.00	-.986	.870

FINDINGS

According to Table 3, when the scores related to the decision-making styles of physical education and sports teachers are examined, there is a difference in the

gender variable in terms of dependent and avoidant dimensions. Male teachers have higher scores in the dependent sub-dimension ($\bar{x} = 3.29$) and avoidant sub-dimension ($\bar{x} = 2.25$) than female teachers. When the self-confidence scale was examined, no significant

difference was found between female teachers and male teachers in the scale scores according to gender.

Table 3. T-test of physical education and sports teachers' decision-making style and self-confidence scale by gender.

Factors	Gender	<i>n</i>	\bar{X}	<i>S</i>	<i>sd</i>	<i>t</i>	<i>p</i>
Rational	Male	230	4.23	.55	294	1.736	.084
	Female	120	4.09	.68			
Intuitive	Male	230	3.65	.80	294	-.546	.585
	Female	120	3.70	.84			
Dependent	Male	230	3.29	.75	294	2.018	.044*
	Female	120	3.09	.82			
Avoidant	Male	230	2.25	.87	294	2.158	.032*
	Female	120	2.03	.82			
Spontaneous	Male	230	2.96	.80	294	.564	.573
	Female	120	2.91	.83			
Scale total	Male	230	3.28	.46	294	1.959	.051
	Female	120	3.16	.46			
Inner self-confidence	Male	230	4.21	.64	294	-.791	.429
	Female	120	4.26	.52			
Extrinsic self-confidence	Male	230	4.21	.65	294	-.362	.717
	Female	120	4.23	.53			
Scale total	Male	230	4.21	.63	294	-.304	.552
	Female	200	4.25	.51			

Table 4. T-test of Physical Education and Sports Teachers' decision-making style and self-confidence scale according to marital status.

Factors	Marital status	<i>N</i>	\bar{X}	<i>S</i>	<i>sd</i>	<i>t</i>	<i>p</i>
Rational	Single	194	4.16	.59	294	.541	.589
	Married	156	4.11	.71			
Intuitive	Single	194	3.75	.78	294	1.704	.089
	Married	156	3.59	.88			
Dependent	Single	194	3.10	.79	294	-1.294	.197
	Married	156	3.22	.83			
Avoidant	Single	194	1.97	.69	294	-2.997	.003
	Married	156	2.27	.99			
Spontaneous	Single	194	2.95	.73	294	.713	.476
	Married	156	2.88	.93			
Scale total	Single	194	3.19	.40	294	-.513	.609
	Married	156	3.22	.54			
Inner self-confidence	Single	194	4.27	.49	294	.843	.400
	Married	156	4.21	.65			
Extrinsic self-confidence	Single	194	4.26	.52	294	1.266	.207
	Married	156	4.18	.64			
Scale total	Single	194	4.27	.49	294	1.075	.283
	Married	156	4.20	.63			

According to Table 4, when the scores related to the decision-making styles of physical education and sports teachers are analyzed, there is a difference in the marital status variable in the avoidant sub-dimension. It is seen that male teachers' avoidant sub-dimension ($\bar{x} = 2.27$) scores are higher than single teachers. No significant difference was found in the decision-making style sub-dimension and total dimensions [$t(294) = -.513$; $p > .05$] and self-confidence scale total dimension of the physical education and sports teachers participating in the study according to the marital status variable.

Table 5. Anova test of physical education and sports teachers' decision-making style and self-confidence scale according to title.

Factors	Title	N	\bar{X}	S	Source of Variance	Total Squares	sd	Mean Squares	F	p	Difference
Rational	Paid teacher	55	4.16	.49	Intergroup	.425	3	.142	.340	.797	
	Teacher	144	4.19	.53	Intragroup	121.791	292	.417			
	Expert Teacher	118	4.13	.74	Total	122.216	295				
	Head Teacher	33	4.05	.72							
Intuitive	Paid teacher	55	3.66	.75	Intergroup	.983	3	.328	.476	.699	
	Teacher	144	3.73	.67	Intragroup	200.939	292	.688			
	Expert Teacher	118	3.71	.91	Total	201.922	295				
	Head Teacher	33	3.53	.91							
Dependent	Paid teacher	55	3.26	.79	Intergroup	1.917	3	.639	.988	.399	
	Teacher	144	3.11	.80	Intragroup	188.882	292	.647			
	Expert Teacher	118	3.08	.81	Total	190.799	295				
	Head Teacher	33	3.25	.78							
Avoidant	Paid teacher	55	2.17	.88	Intergroup	2.727	3	.909	1.277	.282	
	Teacher	144	2.24	.79	Intragroup	207.911	292	.712			
	Expert Teacher	118	2.02	.88	Total	210.639	295				
	Head Teacher	33	1.97	.63							
Spontaneous	Paid teacher	55	2.87	.85	Intergroup	2.123	3	.708	1.052	.370	
	Teacher	144	3.05	.81	Intragroup	196.351	292	.672			
	Expert Teacher	118	2.94	.83	Total	198.474	295				
	Head Teacher	33	2.74	.69							
Scale total	Paid teacher	55	3.22	.41	Intergroup	.583	3	.194	.890	.447	
	Teacher	144	3.27	.44	Intragroup	63.732	292	.218			
	Expert Teacher	118	3.18	.52	Total	64.315	295				
	Head Teacher	33	3.11	.39							
Inner self-confidence	Paid teacher	55	4.24	.60	Intergroup	2.298	3	.766	2.441	.064	

Table 5. Continues

	Teacher	144	4.18	.55	Intragroup	91.610	292	.314			
	Expert Teacher	118	4.32	.49	Total	93.908	295				
	Head Teacher	33	4.03	.77							
	Paid teacher	55	4.23	.64							
Extrinsic Self-Confidence	Teacher	144	4.16	.52	Intragroup	93.462	292	.320	3.317	.020*	3-4
	Expert Teacher	118	4.30	.49	Total	96.647	295				
	Head Teacher	33	3.96	.74							
	Paid teacher	55	4.23	.60							
Scale Total	Teacher	144	4.17	.52	Intragroup	88.102	292	.302	2.980	.032*	3-4
	Expert Teacher	118	4.31	.48	Total	90.800	295				
	Head Teacher	33	3.99	.74							

According to Table 5, when the scores obtained from the sub-dimensions of the scale related to the decision-making styles of physical education and sports teachers are examined, there is no difference in terms of title status. When the self-confidence scale is examined, while there is no difference in the internal self-confidence sub-dimension, there is a difference in terms of title status in the dimensions of external self-confidence and the total dimension of the self-confidence scale. It is seen that expert teachers have higher scores in external self-confidence ($\bar{x} = 4.30$) and total dimension of the scale ($\bar{x} = 4.31$) compared to head teachers and physical education and sports teachers.

Table 6. ANOVA results of physical education and sports teachers' decision-making style and self-confidence scale according to age.

Factors	Age	N	\bar{X}	S	Source of variance	Total squares	sd	Mean squares	F	p	Difference
Rational	20-25	75	4.11	.76	Intergroup	1.643	3	.548	1.326	.266	
	26-33	98	4.17	.57	Intragroup	120.574	292	.413			
	34-40	82	4.01	.60	Total	122.216	295				
	41 and above	95	4.21	.64							
Intuitive	20-25	75	3.54	.88	Intergroup	2.068	3	.689	1.007	.390	
	26-33	98	3.72	.71	Intragroup	199.854	292	.684			
	34-40	82	3.66	.86	Total	201.922	295				
	41 and above	95	3.76	.85							
Dependent	20-25	75	3.35	.82	Intergroup	6.108	3	2.036	3.219	.023*	1-3
	26-33	98	3.22	.68	Intragroup	184.691	292	.633			

Table 6. Continues.

	34-40	82	2.93	.77	Total	190.799	295			
	41 and above	95	3.10	.87						
Avoidant	20-25	75	2.17	.90	Intergroup	1.837	3	.612		
	26-33	98	2.16	.89	Intragroup	208.802	292	.715		
	34-40	82	2.11	.86	Total	210.639	295		.856	.464
	41 and above	95	1.99	.76						
Spontaneous	20-25	75	2.84	.92	Intergroup	.995	3	.332		
	26-33	98	2.89	.80	Intragroup	197.479	292	.676		
	34-40	82	2.99	.77	Total	198.474	295		.491	.689
	41 and above	95	2.96	.80						
Scale Total	20-25	75	3.20	.50	Intergroup	.299	3	.100		
	26-33	98	3.24	.46	Intragroup	64.016	292	.219		
	34-40	82	3.14	.47	Total	64.315	295		.455	.714
	41 and above	95	3.21	.45						
Inner Self-Confidence	20-25	75	4.20	.71	Intergroup	.661	3	.220		
	26-33	98	4.24	.53	Intragroup	93.247	292	.319		
	34-40	82	4.21	.62	Total	93.908	295		.689	.559
	41 and above	95	4.31	.42						
Extrinsic Self-Confidence	20-25	75	4.14	.72	Intergroup	1.335	3	.445		
	26-33	98	4.24	.51	Intragroup	95.312	292	.326		
	34-40	82	4.16	.63	Total	96.647	295		1.363	.254
	41 and above	95	4.31	.44						
Scale Total	20-25	75	4.17	.70	Intergroup	.945	3	.315		
	26-33	98	4.24	.51	Intragroup	89.855	292	.308		
	34-40	82	4.19	.62	Total	90.800	295		1.023	.383
	41 and above	95	4.31	.41						

As seen in Table 6, when the decision-making style scale scores of the physical education and sports teachers participating in the study are examined, it is seen that there is a difference in the dependent sub-dimension. It is seen that the dependent sub-dimension ($\bar{x} = 3.35$) of the referees in the 20 to 25 age group has higher scores than the referees in the 34 to 40 age group. When the scores from the self-confidence scale are examined, there is no significant difference according to the age group variable.

Table 7. ANOVA results of physical education and sports teachers' decision-making style and self-confidence scale according to the duration of active teaching.

Factors	Active teaching period	N	X	S	Source of variance	Total squares	sd	Mean squares	F	p	Difference
Rational	1-4 years	70	4.20	.60	Intergroup	1.831	3	.610	1.480	.220	
	5-9 years	80	4.20	.63	Intragroup	120.385	292	.412			
	10-14 years	100	4.06	.68	Total	122.216	295				
	15 years and above	100	4.01	.68							
Intuitive	1-4 years	70	3.66	.84	Intergroup	2.894	3	.965	1.415	.238	
	5-9 years	80	3.79	.73	Intragroup	199.028	292	.682			
	10-14 years	100	3.72	.89	Total	201.922	295				
	15 years and above	100	3.51	.88							
Dependent	1-4 years	70	3.41	.75	Intergroup	10.348	3	3.449	5.582	.001*	1-2-4
	5-9 years	80	3.00	.77	Intragroup	180.451	292	.618			
	10-14 years	100	3.18	.75	Total	190.799	295				
	15 years and above	100	2.95	.90							
Avoidant	1-4 years	70	2.21	.81	Intergroup	1.689	3	.563	.787	.502	
	5-9 years	80	2.03	.91	Intragroup	208.950	292	.716			
	10-14 years	100	2.08	.79	Total	210.639	295				
	15 years and above	100	2.05	.85							
Spontaneous	1-4 years	70	2.95	.84	Intergroup	2.759	3	.920	1.372	.251	
	5-9 years	80	2.82	.88	Intragroup	195.716	292	.670			
	10-14 years	100	2.88	.72	Total	198.474	295				
	15 years and above	100	3.10	.79							
Scale total	1-4 years	70	3.29	.45	Intergroup	1.084	3	.361	1.668	.174	
	5-9 years	80	3.17	.46	Intragroup	63.231	292	.217			
	10-14 years	100	3.19	.52	Total	64.315	295				
	15 years and above	100	3.12	.43							
Inner self-confidence	1-4 years	70	4.19	.59	Intergroup	.766	3	.255	.801	.494	
	5-9 years	80	4.24	.62	Intragroup	93.142	292	.319			
	10-14 years	100	4.28	.53	Total	93.908	295				
	15 years and above	100	4.33	.43							
Extrinsic self-confidence	1-4 years	70	4.17	.57	Intergroup	.486	3	.162	.492	.688	
	5-9 years	80	4.22	.62	Intragroup	96.160	292	.329			
	10-14 years	100	4.26	.55	Total	96.647	295				
	15 years and above	100	4.28	.51							
Scale total	1-4 years	70	4.18	.56	Intergroup	.615	3	.205	.664	.575	
	5-9 years	80	4.23	.62	Intragroup	90.184	292	.309			
	10-14 years	100	4.27	.53	Total	90.800	295				
	15 years and above	100	4.30	.45							

As seen in Table 7, when the decision-making style scale scores of the physical education and sports teachers participating in the study are examined, it is seen that there is a difference in the dependent sub-dimension. It is seen that those with 1 to 4 years of teaching experience ($\bar{x} = 3.41$) have higher scores than those with 4 to 9 years and 15 years and more teaching experience. When the scores from the self-confidence scale are examined, there is no

significant difference according to the active teaching time variable.

When the data in Table 8 are examined, it is seen that there is a negative relationship between decision-making style and self-confidence of physical education and sports teachers ($r = -.15$, $p < .05$). There is a significant positive and negative relationship between the internal and external sub-factors and the rational and avoidant sub-factors.

Table 8. Correlation values of the relationship table between decision-making style and self-confidence scale.

Scale	Sub-factors	\bar{X}	S	1	2	3	4	5	6	7	8	9
Decision-making style	1. Rational	4.14	.64	1.00	.33**	.20**	-.02	.07	.47**	.14*	.14*	.15*
	2. Heuristic	3.68	.83		1.00	.19**	-.01	.04	.52**	-.06	-.05	-.06
	3. Dependent	3.15	.80			1.00	.35**	.24**	.69**	-.09	-.05	-.08
	4. Avoidant	2.10	.85				1.00	.39**	.60**	-.33**	-.25**	-.31**
	5. Spontaneous	2.92	.82					1.00	.61**	.00	-.01	-.00
	6. Scale Overall	3.19	.47						1.00	-.13*	-.10	-.11
Self-conditional	7. Intrinsic	4.25	.56							1.00	.90**	.97**
	8. External	4.22	.57								1.00	.95**
	9. Scale Overall	4.24	.55									1.00

DISCUSSION

In this study, the relationship between the decision-making and self-confidence levels of physical education and sports teachers and the variables of gender, marital status, age, title and active teaching period were examined.

When the decision-making styles of physical education and sports teachers were analyzed according to gender variable, it was determined that male teachers scored higher in the dependent sub-dimension and avoidant sub-dimension than female teachers. These results reveal that male teachers obtained higher scores in the dependent and avoidant sub-dimensions. This situation emphasizes the effect of gender on the decision-making styles of physical education and sports teachers. It can be stated that especially male teachers tend to be more dependent and avoidant. On the other hand, there was no significant difference in self-confidence scale scores according to gender. This result may indicate that self-confidence level is affected by other factors rather than gender (Kelecek, Altıntaş and Aşçı 2013). Hansson and Andersen (2007) and Tekkurşun-Demir et al. (2018) concluded that there was no statistical difference according to gender variables in their studies. When the self-confidence levels of physical education and sports teachers were examined according to gender variable, no statistical difference was found. Bostancı et al. (2018) in their research on the self-confidence of mountaineers and Dođru (2017) in their research on the self-confidence levels of sports sciences students concluded that there was no difference according to the gender variable.

When the decision-making styles of physical education and sports teachers are analyzed according

to the marital status variable, it is seen that married teachers have higher scores in the avoidant sub-dimension than single teachers. It shows that male teachers have higher scores in the avoidant sub-dimension than single teachers. On the other hand, no significant effect of marital status was found in other sub-dimensions and the total dimension of the self-confidence scale. Ghareeb and Kaya (2022) concluded that there was no difference according to marital status in their study.

Self-confidence levels of physical education and sports teachers did not differ statistically in marital status. Kaya and Tuncel (2021) concluded that married individuals scored higher than single individuals in their research on team sports referees. In another study, it was determined that there was no statistically significant difference between the scores of married school administrators and single school administrators. This result was interpreted as that the self-confidence levels of administrators are not related to their marital status (Hergüner, Gül, 2019).

It is seen that there is no difference in the sub-dimension of decision-making styles of physical education and sports teachers and the overall scale according to the title status. Kurban (2015) determined whether there was a significant difference between the decision-making styles of administrators in terms of the tenure status variable. These results indicate that title status does not have a significant effect on the decision-making processes and self-confidence levels of these teachers.

When the decision-making styles of physical education and sports teachers are analyzed according to the age variable, it is seen that teachers between the age group of 20 to 25 have higher scores in the

dependent sub-dimension of decision-making styles than teachers between the age group of 34 to 40. Tekkurşun-Demir (2018) concluded that there was no statistical difference according to the age variable in their study.

Self-confidence levels of physical education and sports teachers did not differ according to the age variable. Bostancı et al. (2018) found that there was a statistical difference in their study, while Gökaya and Biçer (2017) found that there was no statistical difference according to age group. In another study, Bilgin (2011) found that adolescents' self-confidence levels were statistically significant according to the age variable. It shows that there is no significant variation in the self-confidence levels of physical education and sports teachers according to their age groups. That is, teachers in different age groups seem to have similar levels of self-confidence. This may suggest that the effect of age on physical education and sports teachers' self-confidence is limited (Çar, Arslan and Kurtoglu, 2022).

When the decision-making styles of physical education and sports teachers decision-making styles were analyzed in the dependent sub-dimension according to the active teaching experience variable, it was seen that those who had been active teachers for 1 to 4 years received higher scores than those who had been active teachers for 5 to 9 years and over 15 years. It can be thought that teachers with more experience make more dependency-oriented decisions in certain situations (Yıldırım, 2013). However, the result that the duration of active teaching did not have a significant effect on self-confidence is also noteworthy.

In the study, it was determined that there was a difference in the decision-making styles of physical education and sports teachers according to gender, marital status, age and professional experience, but not according to the title variable; when the self-confidence scale was examined, it was determined that there was a difference in the title status, but not statistically different according to gender, marital status, age and professional experience.

Our study examined the decision-making styles of physical education teachers as a function of several demographic and occupational variables. According to our findings, factors such as gender, marital status, age and professional experience have effects on decision-making styles. In the context of the gender variable, significant differences were found between male and female teachers in terms of dependent and avoidant decision-making styles. Similarly, marital status and age variables also reflected the variation in decision-making styles, but the professional experience variable did not show a statistically significant effect in this context. On the other hand, when the title variable was analyzed, it was observed that there was a difference in terms of self-confidence levels of physical education and sports teachers. This result indicates that teachers' titles may affect their self-confidence. On the other hand, no statistically significant difference was found for the variables of gender, marital status, age and professional experience regarding the self-confidence scale. The

results of the study provided a better understanding of the complex interactions between decision-making styles and self-confidence levels of physical education and sports teachers and provided a basis for future studies in this field.

CONCLUSION AND RECOMMENDATIONS

This study aimed to examine how physical education and sports teachers' decision-making styles and self-confidence levels may vary according to various variables. The findings show that gender, marital status, title status and age group have certain effects on the decision-making styles and self-confidence levels of these teachers.

As a result, it was determined that there was a weak relationship between decision-making and self-confidence levels of physical education and sports teachers. In the study, it was determined that there was a difference in the decision-making styles of physical education and sports teachers according to gender, marital status, age, branch, refereeing category and professional experience, but not according to the education status variable; when the self-confidence scale was examined, it was determined that there was a difference in the education status, but not statistically different according to gender, marital status, age, branch, refereeing category and professional experience.

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