

Examining the Self-Efficacy of Primary School Teachers and the Problems Encountered in Physical Education and Game Course

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Abstract

This study was conducted in order to determine the self-efficacy of primary school teachers and the problems that they encounter in physical education and game classes. The sample of study consisted of 391 primary school teachers who were selected by stratified sampling method and working in Konya and Niğde provinces in the second semester of the 2019-2020 academic year. In research, 'Teacher self-efficacy belief scale' was used. In addition, teachers were asked open-ended questions about physical education and game lesson. According to the findings of the research, it was concluded that teachers are quite sufficient in the field. No difference was found between the self-efficacy scores by gender. Self-efficacy scores are significant in favor of those who do not need in-service training. Significant results were obtained in the sub-dimension of student participation in favor of teachers using physical activity card (PAC) in physical education and game lesson. This course which branch teacher should conduct were achieved meaningful findings in favor of the primary school teacher. In physical education and game lessons, the movements of displacement, object control and balancing are acquisitioning that teachers can do best. The course achievements that are forced in practice; are designing games, using various strategies and tactics, designing appropriate programs to improve physical fitness, preparing a nutrition program to protect health. When the problems encountered in physical education and game lessons are examined, they are generally collected under three headings.

Keywords: Primary School Teacher, Physical Education and Game Lesson, Self-Efficacy, Achievement, In-Service Training, Physical Activity Card

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Introduction

Education is very important for the development of countries in all fields and it is done through educational institutions. The aim in educational institutions; bring the individuals who can adopt to scientific and technological changes, have provided holistic development in all fields to society (Kazu and Aslan, 2014). Educational institutions are equipped with specific system and programs to achieve their objectives. Teaching the programs that are included in the system effectively the students and practicing of the education system and is the task of the teachers. A teacher is a person who guides learning, organizes learning experiences using different teaching methods, plans educational activities, assumes the executive duties of executive and educational institutions and ultimately evaluates the outcome of behaviors (Paliç and Keleş, 2011; TED, 2009). In other words, the teacher is a behavior change engineer (Senemoğlu, 2018, p. 2). In this sense, many tasks are falling to teachers. One of them is to ensure the cultivation of individuals with high self-sufficiency perceptions and this can be accomplished through teachers with high self-sufficiency. Teacher self-efficacy is teachers' beliefs that they can apply the teaching process effectively and create behavior change (Şahin, 2010). Teachers with high self-efficacy are more successful than teachers with low self-efficacy because teachers with high self-efficacy are more interested in the needs of students with limited skills than the other teachers (Ross and Bruce, 2007; Eryaman et al, 2013). According to Bandura (1977), professional self-efficacy of teachers can be affected from different perspectives. When teachers' belief in self-efficacy is at the desired level, cognitive, emotional, motivational and decision-making processes are also effective (Çapri and Çelikkaleli, 2008). Teachers' must be adequately equipped to make them (Kararmaz and Arslan, 2014; Topkaya, 2013, p. 2; Yalın, 2002). According to the criteria of the Ministry of National Education, teachers are people who have completed personal and professional development, recognize the student, can plan the teaching process, can evaluate the learning outcomes, communicate and have knowledge of the program (MEB, 2017).

Individuals work voluntarily in fields where they feel high proficiency, evaluate the process effectively, provides active participation, they want to devote time for these activities also (Pintrich and Schunk, 2002). This situation is explained as the concept of self-efficacy. According to Bandura (1986), the belief of the individual that being successful as a result of planning the necessary actions to perform a certain job is called self-efficacy (Aktağ, 2011). Self-efficacy perceptions are fed from four sources. These are the information that the individual obtains as a result of his or her own attempts, the successful or unsuccessful experience of others, the incentives received from others, advice (verbal persuasion) and psychological state (Senemoğlu, 2018, p. 234-235). Individual's self-efficacy perceptions can be positive or negative depending on the situation. When these perceptions are positive, the individual will plan his / her activities related to the situation in a way that will be successful. If the perceptions are negative, the individual will also have a state of anxiety (Morgil et

al., 2004). When individuals have a positive perception of self-sufficiency, their development will be parallel to this. According to Schunk (2004), individuals may realize how much of what they have learned by transferring to life by making inferences about their personal skills and abilities through their perceptions of self-efficacy (Şahin, 2010). The individuals whose good self-sufficiency perception will have intellectual development also (Bandura, 2002).

In the literature, researches about teacher self-efficacy is collected especially in three fields. The first field was about the importance of the relationship between competence and career choice. The second field is the discovery of academic performance, achievement and other motivational structures (goal setting, modeling, problem solving, anxiety, reward, self-regulation, various academic performances, etc.) associated with teachers' self-efficacy. The third field is the discovery of teachers' competences with the help of research findings related to educational practices and various student outcomes (Pajares, 1997). There are various opinions based on researches about what should be the professional competencies of teachers. According to some of them are expressed as have sufficient field knowledge and teaching knowledge (MEB, 2017; Numanoğlu and Bayir, 2009; Topkaya, 2013), to use new technologies in teaching process (Gözütok and Karacaoğlu, 2007, p. 374), to develop problem solving, creativity and research skills of students (Şişman, 2002, p. 165-166), planning activities appropriate to the level of student development, organizing individual and group activities, managing the class well and using appropriate materials (Özden, 2005, p. 46-47), active participation of students in the lesson (Erden, 2007, p. 154; Sönmez, 2015, p. 276), to use different methods and techniques in teaching process, to evaluate the learning outcomes of students with appropriate measurement tools (Çeliköz, 2000, p. 378; Sönmez, 2013).

At primary level, the teaching activities are carried out by primary school teachers. In addition to field knowledge, the classroom teacher is the person who takes into account the aims of the program, plans the teaching, recognizes the student and provides support to the student at the learning (Ekici, 2005, p. 79). In the fourth semester of undergraduate education, primary school teachers take physical education and game lessons as a three-hour course on theory and credit for three hours in order to carry out physical education and game lessons. They can also choose Turkish folk dances and traditional children's games in the form of two hours/credits (YÖK, 2018). Although teachers took these courses at the undergraduate level, it was seen that they had difficulty on conducting physical education and game classes. In the research, Yıldız (2010) has identified that primary school teachers did not have enough knowledge and equipment about physical education and game lesson and they could not reach the course objectives due to the fact that they did not work efficiently. Şirin and Bozkurt (2005) determined that the primary school teachers were not sufficient to carry out the physical education course since they did not know the teaching techniques sufficiently. The Board of Education and Training (BET) which responsible for preparing training programs, decision dated 12.09.2018 and numbered 123, determined the number of hours according to school levels by making

the latest update. According to primary school weekly timetable; Physical Education and Game lesson should be 5 hours for 1-3 classes and they will be applied as 2 lessons hours for class 4 (TTKB, 2018). The aim of the physical education and game course is to be applied; basic movements that students will use throughout their lives through games and physical activities, active and healthy life skills, concepts and strategies, as well as related life skills and values, to prepare them for the next level of education (MEB, 2018a). In order to achieve the objectives of physical education and game lesson, Physical Activity Cards (PAC) prepared to assist teachers and students in practice should be used. These cards guide teachers and students on selecting and applying physical activity. Physical activity cards generally consist of yellow and purple cards. Yellow card group is recommended for primary school 1-3 when the age and developmental characteristics of the students are taken into consideration, in the 4th grade, it is recommended to select the appropriate ones from both the yellow and purple card groups (MEB, 2018a).

The basic competence of teachers is a way to increase students' success and ensure their personal development. In our world where continuous change is experienced in every field, it is vital to encourage the development of teachers and increase their competences and abilities (MEB, 2017). From this point of view, searching is important in terms of learning self-efficacy levels of primary school teachers, difficulties encountered in physical education and game lessons and taking measures in regards to compensate them.

The main purpose of this research is to determine the perceptions of primary school teachers about self-efficacy and to learn is out whether there is a differentiation according to independent variables.

Accordingly, the following questions have been tried to be answered:

- a) What is the level of perception regarding the teachers' self-efficacy?
- b) Do primary school teachers' perceptions of self-efficacy differ in gender?
- c) Do primary school teachers' perceptions of self-efficacy differ in terms of the need for in-service training?
- d) Does primary school teachers' perceptions of self-efficacy differ in terms of physical activity card use?
- e) Do the primary school teachers' self-efficacy perceptions about which branch teacher (primary school teacher, physical education and sports teacher) conduct the physical education and game lesson differ?
- f) What are the subjects that primary school teachers need in-service training?
- g) What are the achievements of physical education and game lessons that primary school teachers achieve best?
- h) What are the achievements in physical education and game lessons that primary school teachers have difficulty in practice?
- i) What are the problems that primary school teachers face in physical education and game class?

Method

Research Model

The research was carried out by obtaining written permission from the Scientific Research and Publication Ethics Committee (dated 06.04.2020 and numbered 86837521-050.99-E.17200). This research is in a mixed model where quantitative and qualitative coexist, using descriptive sequential pattern. This method is a method in which both quantitative and qualitative data are collected and integrated with each other in order to better understand the research topics. Combining two sets of data is more advantageous than using the quantitative or qualitative method alone to solve the research problem. In the descriptive sequential design, the data is collected to explain the results obtained from the quantitative part, from the volunteers of qualitative part in the quantitative part of the study. Therefore, more sampling can be achieved in the quantitative group, whereas the sampling is less in the qualitative group. As a result, quantitative results are explained by using qualitative findings (Creswell, 2017, p. 2, 84).

Universe and Sampling

Temel (2018) has done work related the realization level of primary school physical education and game lesson gains in Konya, Karaman, Kayseri, Sivas and Niğde. Accordingly, the best average was in Niğde, the lowest average was determined in Konya. Therefore, the research was carried out with primary school teachers working in Konya and Niğde. The universe of research 2019-2020 in the academic year, 8951 in the province of Konya and 1507 in Niğde, a total of 10458 primary school teachers (MEB, 2018b). In the research, sampling at least 383 teachers should be taken from 10458 people who comprise the universe (Yazıcıoğlu and Erdoğan, 2004, p. 50). The subjects were selected according to stratified sampling method. Using the number of teachers working in these two provinces, layer weights were calculated and it was planned to reach 327 teachers in Konya and 56 teachers in Niğde. According to the research; total of 391 teachers, 330 from Konya and 61 from Niğde, participated in the study. Information about the characteristics of teachers is given in Table 1.

Table 1. Demographic Characteristics Sampling of Primary School Teachers

Variable	Subcategories	n	%	Total
Gender	Male	194	49,6	391
	Female	197	50,4	
Task Location	Konya	330	84,4	
	Niğde	61	15,6	
Need for in-service training	Available	126	32,2	
	Absent	265	67,8	
PAC use case	Yes	94	24	
	No	297	76	
Which branch teacher should conduct	Physical education teacher	311	79,5	
	Primary school teacher	80	20,5	

Data Collection Tools

The Teacher Self-Efficacy Belief Scale developed by Tschannen-Moran and Woolfolk-Hoy (2001) and adapted to Turkish by Çapa, Çakıroğlu and Sarıkaya in 2005 was used to collect data in the quantitative dimension of the study. This scale consists of 24 items and has three sub-dimensions called “student participation”, “teaching strategies” and “classroom management”. There are 8 questions in each sub-dimension. The first dimension called “student participation; It is composed of items about how teachers can convince students that they can do good school activities. The second dimension, which is called “teaching strategies, is related to the extent to which teachers can use different teaching and assessment strategies. The third dimension called “classroom management” is about the level of teachers' control of unwanted behaviors in the classroom (Ekici, 2017). The highest score that students can get from this scale is 216, the lowest score is 24 and there is no reverse coded item. Nine Likert-type substances, Insufficient (1.00 - 2.59), Very little sufficient (2.60 - 4.19), A little sufficient (4.20 - 5.79), Quite sufficient (5.80 - 7.39), Very sufficient (7.40 - 9.00) (Özaydın et al., 2017). The reliability analysis of the scale was made by calculating the Cronbach's alpha coefficient. Reliability coefficients were .82 for student participation, .86 for instructional strategies, .84 for classroom management, and .93 for the scale (Çapa et al., 2005). Student involvement in the Cronbach's alpha reliability analysis we have made .90, the teaching strategies .92, classroom management .93 and across the scale .96 have been identified.

In the qualitative part of the study, descriptive sequential pattern model was used to explain in a better way the results of the self-efficacy perception resulting from quantitative. Qualitative data were collected by using open-ended questions by survey method. The primary school teachers were asked about the need for in-service training in which field, the best achievements and difficulties in physical education and game lessons, and the problems encountered in physical education and game lessons by taking the opinion of the field expert. In the selection of samples, maximum diversity sampling among the purposeful sampling methods was preferred and therefore the number of samples (391) was kept wide. In addition, teachers were asked for other teachers by using snowball technique to discuss this issue. Finally, attention was paid to make the sample group easily accessible. Purposeful sampling method was chosen to ensure external validity. The reliability of the study was examined by two field experts who carried out qualitative research in the field of sports science (Yıldırım and Şimşek, 2018 p. 118, 122, 123, 277). Again, the control of the working group was provided for credibility and the importance of the research and what the questions meant were explained (Creswell, 2018, p. 251-252). To ensure the reliability of the research, two different researchers used the reliability formula ($= \text{consensus} / (\text{consensus} + \text{disagreement})$) of Miles and Huberman (2016) and found the reliability coefficient to be .94 at the desired level. The researchers have done consistency investigation by making decoding again in order to ensure internal consistence.

Both encoders reached consistency over .95 and reached reliable results (Miles and Huberman, 2016, p. 64).

Analysis of Data

In the analysis of the quantitative data obtained, the SPSS (Ver: 21.0) program was utilized and the descriptive analysis was performed on this data the arithmetic average, standard deviation, frequency etc. Normality test was used to decide which tests will be used in paired comparisons. Since the value of the kurtosis and skewness is not between -1.5 and + 1.5, it is concluded that the data is not distributed normally (Tabachnick et al., 2007). Therefore, Mann Whitney U test which is one of the non-parametric tests was used and .05 significance level was taken into consideration.

In the study, descriptive analysis method was used to analyze qualitative data (Miles and Huberman, 2016, p. 36). The descriptive analysis is used in the processing of data that does not require in-depth analysis (Yıldırım and Şimşek, 2008, p. 89). The aim of this approach is to present the data obtained from the survey to the reader in an edited and interpreted manner. The data were classified, summarized and interpreted according to predetermined themes. Therefore, in the thematic framework created, the need for in-service training, course gains realized and forced from achievements in physical education and game lessons and the problems faced in physical education and game lessons were encountered. The processed data were defined and interpreted in order to be more descriptive. Visual arts / music / physical education and game classes are considered as special field lessons when grouping in-service training areas. Since physical education and game lesson gains were conducted jointly in all schools, teachers' responses were taken exactly. The problems encountered were evaluated in three different categories for clarity. These are problems arising from school-environment, teacher and student (Yıldırım and Şimşek, 2018, p. 240). At this point, similar responses were grouped and converted into a frequency table.

Results

Table 2. Teachers' Self-Efficacy Perceptions

Variables	N	x	ss
Student Participation	391	7,10	1,37
Teaching Strategies	391	7,40	1,29
Classroom Management	391	7,41	1,33
Overall Scale	391	7,30	1,33

Table 2 shows the arithmetic means and standard deviations of the answers given by the primary school teachers to the self-efficacy scale. When the overall scale was examined, it was found that teachers were quite sufficient ($x = 7,30$). Teachers ($x = 7,10$) are also quite adequate in the sub-dimension of student involvement. It can be said that teachers are very competent in teaching strategies ($x = 7,40$) and classroom management ($x = 7,41$).

Table 3. Comparison of Teachers' Self-Efficacy by Gender

Variable	Gender	n	Row average	Row total	U	P
Student Participation	Male	194	194,03	37642,50	18727,50	,733
	Female	197	197,94	38993,50		
Teaching Strategies	Male	194	191,51	37152,00	18237,00	,435
	Female	197	200,43	39484,00		
Classroom Management	Male	194	194,56	37745,00	18830,00	,803
	Female	197	197,42	38891,00		
Overall Scale	Male	194	192,78	37399,00	18484,00	,576
	Female	197	199,17	39237,00		

*p<0.05

In table 3 when the teachers' self-efficacy was compared by gender; there was no significant difference in the size of the gender in all lower dimensions and overall scale (p>0.05).

Table 4. Comparison of Teachers' Self-Efficacy According to Their Needs for In-Service Training

Variable	Need for in-service training	n	Row average	Row total	U	P
Student Participation	Yes	126	174,34	21966,50	13965,50	,009*
	No	265	206,30	54669,50		
Teaching Strategies	Yes	126	175,70	22138,00	14137,00	,014*
	No	265	205,65	54498,00		
Classroom Management	Yes	126	192,15	22203,50	14202,50	,017*
	No	265	216,84	54432,50		
Overall Scale	Yes	126	190,23	22004,00	14003,00	,010*
	No	265	227,23	54632,00		

*p<0.05

In table 4 comparing of the need for teachers' self-competencies, in-service training; there is a significant difference in favor of those who do not need in-service training at all lower dimension levels and overall scale (p<0.05).

Table 5. Comparison of Teachers' Self-Efficacy According to Physical Activity Card Usage in Physical Education and Game Course

Variable	PAC	n	Row average	Row total	U	P
Student Participation	Use	94	217,95	20487,50	11895,50	,031*
	Don't use	297	189,05	56148,50		
Teaching Strategies	Use	94	211,64	19894,50	12488,50	,123
	Don't use	297	191,05	56741,50		
Classroom Management	Use	94	214,15	20130,50	12252,50	,074
	Don't use	297	190,25	56505,50		
Overall Scale	Use	94	215,82	20287,50	12095,50	,051
	Don't use	297	189,73	56348,50		

*p<0.05

In table 5 teachers' self-efficacy is compared according to physical activity card usage status in physical education and game lesson; In the sub-dimension of student participation, the difference between self-efficacy level in favor of PAC users was found to be significant (p<0.05). There was no significant difference in the overall scale, instructional strategies and classroom management subscales (p>0.05).

Table 6. Do The Primary School Teachers' Self-Efficacy Perceptions About Which Branch Teacher Should Conduct The Physical Education and Game Lesson Differ?

Variable	Branch Teacher	n	Row average	Row total	U	P
Student Participation	Physical education	311	189,78	59022,50	10506,50	,032*
	Primary school teacher	80	220,17	17613,50		
Teaching Strategies	Physical education	311	189,09	58806,50	10290,50	,017*
	Primary School teacher	80	222,87	17829,50		
Classroom Management	Physical education	311	186,59	58029,50	9513,50	,001*
	Primary school teacher	80	232,58	18606,50		
Overall Scale	Physical education	311	188,37	58583,00	10067,00	,008*
	Primary school teacher	80	225,66	18053,00		

*p<0.05

In table 6 the teachers' self-efficacy, physical education and game lesson are compared according to which branch teacher should conduct; there were significant differences in overall scale and all sub-dimensions ($p < 0.05$). This difference is in favor of primary school teachers who consider themselves sufficient and feel that there is no need for a special branch teacher. The number of teachers who say that physical education teachers should run this course is quite high.

Answers to Open-ended Questions

Table 7. In-Service Training Fields Needed by Teachers

Categories	n	%
1. New educational teaching approaches	25	17,12
2. Classroom management	20	13,69
3. Special field courses (painting, music, physical education),	19	13,01
4. Use of technology in education	17	11,64
5. Coding	12	8,21
6. Drama	11	7,53
7. Intelligence games	10	6,84
8. Other (special education, assessment and evaluation, STEM, preparing project, communication, first aid, speed-reading, guidance, material preparation, foreign language)	32	21,91
Total	146	100

In table 7 in the research, the fields where teachers needed in-service training were asked and the answers were converted into frequency tables. Teachers, as well as those who express more than one opinion, are not expressing any opinions. Accordingly, new teaching approaches, classroom management, private field courses, use of technology in education, coding, drama and intelligence games have become the most preferred fields of education. In addition, fields such as training have been field's special education, assessment and evaluation, STEM (Science, Technology, Engineering and Math), project preparation, communication, speed reading, guidance, material preparation, foreign language education less preferred.

Table 8. Teachers' Best Performed Physical Education and Game Lesson Achievements

Categories	n	%
1. Makes displacement movements	174	36,78
2. Performs movements that require object control.	130	27,48
3. Makes balancing movements.	102	21,56
4. He plays regular team games.	16	3,38
5. Shows collaborative behaviors.	11	2,32
6. Be willing to participate in the physical activity of his choice.	10	2,11
7. Congratulate the winner in physical activities.	8	1,69
8. Explain similarities and differences in physical activities.	8	1,69
9. Other (Play simple regular games by combining movements. Uses sportswear. Acts in accordance with the given rhythm and music. Explain the necessity of physical education. Define movement skills. Plays in safe game areas.)	14	2,94
Total	473	100

In Table 8, the achievements of physical education and game lessons that teachers can perform best were converted into frequency tables in line with the answers received. Teachers were able to select multiple achievement. According to this, the movements of displacement, object control and balancing are very well brought by teachers. In addition to this, it is possible to apply regular team games, gains related to physical activities, and use of sportswear, but its impact is narrower.

Table 9. Teachers' Difficulties in Physical Education and Game Course Achievements

Categories	n	%
1. Designs a game using various strategies and tactics.	129	44,17
2. Designs appropriate programs to improve physical fitness.	82	28,08
3. Prepares nutrition program to protect health.	70	23,97
4. Other (Makes balancing movements. Takes responsibility for safety. Realizes personal and general area. Participates in physical activities regularly. Performs movements that require object control. Define simple strategies and tactics.)	11	3,76
Total	292	100

In Table 9, describing the achievements of physical education and game lessons that teachers have difficulty in performing. Teachers, as well as those who express more than one opinion, are not expressing any opinions. Designing games using various strategies and tactics, designing appropriate programs to improve physical fitness, preparing nutrition programs to protect health are the most challenging course achievements. In addition, balancing movements are challenged in practice for gains such as taking responsibility, recognizing the personal and general sphere, but the impact fields is very narrow.

Table 10. The Problems Encountered by Teachers for Physical Education and Game Lesson Applications

Categories	Subcategories	n	%
Problems caused by school or environment	1. Lack of sports area (gym, school playground etc.)	112	33,63
	2. Lack of material (ball, racket, slalom etc.)	96	28,82
	3. Adverse weather conditions	8	2,40
	4. High class size	8	2,40
	5. Unsafe playgrounds	8	2,40
	6. Other (Less lecture hours, mainstreaming students, Lesson is seen as unimportant).	9	2,70
Teacher-related problems,	7. Not to be a field specialist (physical education)	31	9,30
	8. Classroom management	16	4,80
	9. Game books which is advised not known	2	,60
Student-induced problems.	10. The students get bored very quickly	11	3,30
	11. Students don't attend the lesson with appropriate clothing	8	2,40
	12. Students always want to play the same game	7	2,10
	13. Other (Students do not follow the rules, not accept defeat / appreciate the winner, students' developmental retardation (mental, physical, etc.), leadership conflicts)	17	5,10
Total		333	100

In table 10, the problems encountered in physical education and game lessons are examined, they are generally collected under three headings. Teachers, as well as those who express more than one opinion, are not expressing any opinions. These are: Problems caused by school or environment, teacher-related problems, and student-induced problems. When examined in detail, inadequacy of sports field and lack of material came into prominence in the problems arising from school. The problems caused by the teacher are not being experts in the field and there are problems about classroom management. In the problems caused by the students, problems are experienced in areas such as quickly boredom of children, not attending class with appropriate clothes, wanting to play the same game and not obeying the rules.

Discussion, Conclusion and Suggestions

Competence of primary school teachers who conducts educational activities is very important in order to build the future (Milli Eğitim Temel Kanunu, 1973, Article 45). High self-efficacy positively affects the individual's job-satisfaction and supports their success (Gençtürk and Memiş, 2010). According to the study findings in this direction, the self-efficacy of the primary school teachers is quite adequate in general. When the literature was examined, studies were founded supporting the findings of the study. Giallo and Little (2003) found that the teachers' self-efficacy was in good condition. In the study of Şeker et al. (2005), prospective teachers evaluated both own, both their best friends and teachers who managed the practice. As a result, teachers' competencies are good. Mirzeoğlu et al. (2007) worked with lecturers, teachers and teacher candidates and as a result of the research they concluded that teachers were quite sufficient. In Özdemir's (2008) study, self-efficacy levels of prospective primary school teachers in planning, implementing and evaluating teaching are good. Saracaloğlu et al. (2010) found that teachers' self-efficacy was quite enough in their study with

Turkish teachers. Gençtürk and Memiş (2010) examined the self-efficacy of the teachers who participated in the lesson in the elementary level, and as a result of the research they found high level self-efficacy is sufficient of the primary school teachers. Demirtaş et al. (2011) found that the self-efficacy of the fourth year prospective teachers of primary school undergraduate program was in good condition. In the study of Aktaş (2011), he has identified that the self-efficacy levels of prospective teachers who took teaching practice courses increased. Guo et al. (2012) found that teachers with high self-efficacy were quite successful in creating positive classroom environments. Kelm and McIntosh (2012) found that self-efficacy of teachers working in a school environment that supports positive behavior is better. In the research of Yıldız and Kangalgil (2014), teachers think that their knowledge level is sufficient when choosing the teaching method that students take into consideration the developmental characteristics of the students while they are studying, they can be interested in, prepare and use. In the study of Özeydin et al. (2017), although teacher self-efficacy is quantitatively lower than our research findings, it is evaluated as 'quite sufficient' on the same level. Karabulutlu and Pulur (2017) found that teachers were good in terms of their specific fields competences. Kutluca (2018) has identified that teachers had a high level of self-efficacy in their study with prospective primary school teachers. In Bozbayındır and Alev's (2018) studies, it was concluded that the teachers' self-efficacy was good. Some studies that do not support the results of research have also been encountered. In this direction, Yılmaz et al. (2005) have identified that teachers devote too much time to classroom management and organization and use a very limited number of teaching methods. In the studies of Çapri and Çelikkaleli (2008), pre-service teachers' self-efficacy was moderate. In their study, Savolainen et al. (2012) have concluded that teachers' self-efficacy was good, but children with disabilities had difficulties in lesson participation. In the study of Kangalgil (2014), it has concluded that the teachers did not have sufficient physical education special field competence. In the research of Süral and Sarıtış (2015), it was concluded that teachers were not in good condition in the areas of self-efficacy such as classroom management, time management, material preparation, and planning lesson activities. In their study, Putwain and Von der Embse (2019) have concluded that teacher self-efficacy was negatively affected due to the changes in the curriculum.

The sub-dimensions of the scale; It was concluded that student participation was quite sufficient and in the sub-dimension of teaching strategies and classroom management was very sufficient. When the literature is examined in this direction, in all sub-dimensions, some studies were found to be quite satisfactory (Gençtürk and Memiş, 2010; Mirzeoğlu et al., 2007; Özeydin et al., 2017; Saracaloğlu et al., 2010). In another study, Yeşilyurt (2011) concluded that teachers were quite sufficient in terms of national and universal values, sufficient in terms of personal development and moderately terms of professional development. According to the findings of the study, while the sub-dimension of student participation was similar to the literature, it was concluded that the sub-dimensions of teaching strategy and classroom management were better than the literature.

In the study, it was founded that the self-efficacy of primary school teachers did not differ according to gender. At this point, studies supporting the study were found (Çiftçi and Taşkaya, 2010; Gençtürk and Memiş, 2010; Mirzeoğlu et al., 2007; Kangalgil, 2014; Yeşilyurt, 2011). It is desirable for teachers to receive similar education in undergraduate education without discriminating gender, and again, to have teachers working in similar provinces in terms of no difference. The social environment is thought to affect teachers in a similar way. However, there are findings even so that did not support study in the literature. As there are studies that have made a difference in favor of female teachers for self-efficacy (Çapri and Çelikkaleli, 2008; Özdemir, 2008; Süral and Sarıtaş, 2015; Şeker et al., 2005), there are studies that resulted same in favor of male teachers (Demirtaş et al., 2011; Morgil et al., 2004). Obtaining different results in terms of gender, teachers' graduation from different undergraduate education (education, science - literature, etc.) or candidate teacher; In addition, it is thought that there may be a difference as the province in which it works will affect the person's direct and indirect lives (Senemoğlu, 2018, p. 234-235).

According to the results of the research, it was seen that teachers who do not need in-service training have higher self-efficacy perceptions. When compared with literature, it was found that it is concentrated in favor of those who participate in in-service training. In Karacaoğlu's (2008) study, teachers who received in-service training had better perception of professional competence. Yılmaz et al. (2005) suggested that teachers should participate in in-service training. In the studies of Yıldız and Kangalgil (2014) teachers have sufficient knowledge about their profession, usually in-service training, symposium, seminar, etc. with activities the conclusion that they have improved themselves. Latouche and Gascoigne (2019) in their study, have concluded that teachers' self-efficacy perceptions were increased. These results in the literature do not support the findings of the study. In our research findings, we concluded that teacher competencies were quite good and very good. The fact that teachers are fully equipped and competent in the field means that their professional competence is good (MEB, 2017). In this respect, since the teachers participating in the study are competent in the field, they do not need in-service training and their self-efficacy perceptions are thought to be high.

Self-efficacy of primary school teachers who use physical activity card PAC in physical education and game lesson is higher than those who do not use PAC. In the 'student participation' sub-dimension of the scale, self-efficacy of teachers using PAC was highest. In the study of Usluoğlu (2014), teachers using PAC cards stated the following. They said that the students were able to improve and they also enjoyed studying with cards. In the study of Celayir (2015), primary school teachers argued that the use of PAC in the games and physical activities lesson (GPA) facilitates teaching. In another study Atlı (2017) stated that the students learned the activities better while studying with PAC, that the activities on the cards were easy to teach, that they liked learning the lessons and that the games on the cards were understandable, that the majority of the students did not have difficulty while they were using the cards. In addition, the students stated that the activities on

the cards were able to increase participation and educators. In the Temel (2018) study, teachers using PAC have reached the conclusion that primary school GPA curriculum achievements of are better earned to students. In this respect, it is possible to conclude that the use of PAC improves teaching and that students are more satisfied with the teaching of the lessons with the studies mentioned in the literature. The self-efficacy of the teacher's share of teaching teacher is expected to increase. To use PAC, teachers need to have knowledge that is they are competent. According to these results, it can be said that using PAC increases teachers' self-efficacy.

Our research; We asked the primary school teachers the question of which branch teacher should conduct the physical education and game lesson and compared them in terms of self-efficacy. Primary school teachers showed that they could conduct this course and their perceptions of self-efficacy were quite high. The number of teachers who say that physical education teachers should run this course is quite high. Although physical education teachers receive comprehensive training, they experience inadequacies in educational institutions. When reviewing the literature, Yılmaz et al. (2005) found that physical education teachers had shortcomings in their classroom management and teaching method techniques. Uğraş et al. (2019) found that physical education teachers had problems in practice due to lack of undergraduate education. Gençtürk and Memiş (2010) compared the teachers who participated in the lesson in primary education, finds that primary school teachers had better self-efficacy than other subject teachers. In another study, Demirtaş et al. (2011) finds that primary school teachers and physical education teachers studying at the faculty of education has similar self-efficacy. At this point, it can be said that the elementary school teacher (TTKB, 2018), who conducts many courses including physical education and games, is sufficiently prepared for the teaching of this course (Topkaya, 2011, p. 9).

When the qualitative findings of the research are examined, the areas where primary school teachers need in-service training are; new teaching approaches, classroom management, special field courses, use of technology in education, coding, drama and intelligence games have become the most preferred fields of education. In addition, special education, measurement and evaluation, (Science – Technology – Engineering – Math “STEM”), project preparation, communication, rapid reading, guidance, material preparation, foreign language education areas such as less preferred training fields. Similar results are possible to reach in the literature. In the research of Gökdere and Çepni (2004), teachers need in-service seminars on project-oriented learning approaches, use and access of web sites, modern teaching theories and practices, changes in the world, and research teacher approaches. Yılmaz et al. (2005) have revealed that teachers should participate in in-service training on classroom management and organization and teaching methods. In Bozan and Anagün's (2019) studies, teachers who felt the need for STEM training were trained and as a result, teachers stated that STEM training was very beneficial.

Teachers' best performed physical education and game lesson achievements; Displacement, object control and balancing movements. In addition to this, it is possible to apply regular team games, gains related to physical activities, and use of sportswear, but its impact is narrower. When the literature was examined, similar results were encountered. It is observed that displacement movements, balancing movements and movements requiring object control, which are basic motoric skills, are mostly acquired in both primary and secondary school levels (Ceylan and Dalaman, 2017; Dalaman, 2010; Temel, 2018).

Achievements of physical education and game lessons that teachers have difficulty in performing; Designing games using various strategies and tactics, designing appropriate programs to improve physical fitness, and preparing nutrition programs to protect health. Similarly, when the literature is examined, it is possible to come across studies supporting the research findings. While Temel (2018) research found positive results for the course achievements in general, negative results were obtained for the related achievements in parallel with our study. In the research conducted by Erdoğan and Öçalın (2010), teachers have a negative opinions on the point of achieving their gains. Kazu and Aslan (2014), in their study, have demonstrated the same difficulty in applying the lesson gains. In the study of Hürmeriç (2003), teachers did not provide information about physical fitness to their students and they did not support this. In the study of Demirci and Demirci (2014), physical fitness levels of the students were found to be medium and low. In line with the information obtained in the research, it was seen that the course achievements that are forced in practice are related to the synthesis step of Bloom taxonomy. In the cognitive domain, the target behaviors that are gradually divided into six steps are listed as being simple to complex, easy to difficult, concrete to abstract and prerequisites of each other (Sönmez, 1993, cited by Sönmez, 2015, p. 35). The elements of synthesis are related to forming a whole by combining certain relationships and rules. There are high-level features such as innovation, originality, invention, and creativity in the synthesis (Sönmez, 2015, p. 41). These features are difficult to gain by everyone and the majority cannot reach this step. Therefore, it is thought that the results obtained in the study were negative.

The problems faced by teachers in physical education and game lesson practices are arising from school or environment, from teachers and from students. When examined in detail, inadequacy of sports field and lack of material came into prominence in the problems arising from school. The problems caused by the teacher are not being experts in the field and there are problems about classroom management. In the problems caused by the students, it is experienced problems in areas such as boredom of children quickly, not attending class with appropriate clothes, wanting to play the same game and not obeying the rules. In the study of Çöker (1991), the problems experienced by primary school teachers were; inadequate physical education courses, lack of course material and sports facilities and teachers, administrators and parents ignored the courses. In a similar study, there are also problems of lack of facilities and materials (Kirazcı et al., 1998, cited in Demirhan et al.,

2008). Demirhan et al. (2008) stated that the most important problems in the teaching of the courses were the lack of facilities, the lack of teaching hours and the lack of equipment. Again, Demirhan et al. (2014) stated that the problems encountered in physical education class; they founds school management's insignificance of physical education course, the inspectors are not qualified to evaluate the lesson, the parents are indifferent to the lesson, teachers do not have information about personal rights, students do not bring appropriate clothes to the lesson, the students are not indifferent to the lesson and the equipment and short lesson duration. In the studies of Uğraş et al. (2019), the problems that teachers face in practice are as follows: Problems arising from undergraduate education are inadequate sports infrastructure and expectations and adaptation problems. When the literature is examined, it is seen that the studies conducted in different years are always gathered around the same problems. In their study Yıldız and Kangalgil (2014) stated that the teachers received support from the school administration to eliminate the lack of materials, tools and equipment. Teachers' finding solutions to problems stems from their good self-efficacy. Although there are solutions at the material point, problems are expected to be solved in terms of preventing sports injuries and sports field. This is not a problem that teachers can solve alone. Since serious financial support is needed, support should be obtained from institutions such as state facilities, foundations and business people.

As a result of the study, it was seen that teachers' self-efficacy was quite good and physical activity card (PAC) users had more self-efficacy. It was found that teachers were able to transfer the gains of physical education and game lessons in general, but they were forced for the gains in the cognitive field synthesis step. The main problems encountered faced is the lack of sports fields and materials. It was seen that teachers could find solutions in terms of lack of materials but problems continued in the field of sports. Finding solutions to the problems faced by the teacher is interpreted as good self-efficacy. Based on this study, the following suggestions can be made in order to guide the future studies.

1. Participating of teachers in-service training to new approaches in teaching, use of technology, coding, special field courses, intelligence games, special education, STEM and so on
2. Using PAC of teachers in physical education and game lesson ,
3. Discussing the problems encountered with education stakeholders,
4. It is recommended that the study be carried out together with physical education teachers and primary school teachers who carry out physical education lesson.

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