



5th World Conference on Learning, Teaching and Educational Leadership, WCLTA 2014

## Examination of Student Control Ideologies and Leadership Behaviors of Physical Education and Sports Teachers in Terms of Different Variables

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### Abstract

**Purpose:** Teachers are usually said to have problems about classroom management and student behaviors at instructional mediums. Each teacher develops a control mechanism of his or her own to overcome these problems. The aim of this study is to examine student control ideologies and leadership behaviors of physical education and sports teachers in terms of gender and job experience variables. **Method:** Participants of the study were 45 female, 69 male, totally 114 volunteer physical education and sports teachers working for Ministry of Education. Data collection tools used for the study was developed by Yılmaz (2007) and “Student Behavior Control Approaches Survey”. Data were analyzed by using T-test and MANOVA. **Findings:** As a result of the analysis, it was found out that there was a significant difference at supportive leadership sub-dimension in terms of gender at the comparison of gender and job experience variables. However, there was not any significant difference in terms of peremptory leadership. As for occupational seniority, there was a significant difference at peremptory leadership sub-dimension; nevertheless, there was no difference at supportive leadership sub-dimension. **Result:** Student control ideologies and leadership behaviors of physical education and sports teachers in terms of gender and job experience variables were analyzed in this study. The reason for having significant difference at supportive leadership between female and male teachers at the scale might stem from females’ being more understanding than males by birth. As to the results about occupational seniority variable, the reason for having significant difference at peremptory leadership sub-dimension might stem from teachers’ being more controller as they spend more time in their occupations.

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Peer-review under responsibility of Academic World Education and Research Center

**Keywords:** Student, Control Ideologies, Leadership, Physical Education, Sports Teachers

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## 1. Introduction

The term “Ideology” is one of the primary terms having different meanings in every era. It has great importance for various social groups, especially in 1960s in which Marxist thought was widespread. While the ideology was a life style for Marxists or it is a discipline for Marxist approach, it was considered as a very dangerous term by those having opposing views (Yıldız and Günay, 2011). It is possible to identify the term ideology as “a cluster of beliefs somehow consistent as in the political ideology that states beliefs, values and main principles of a political party in general; the system of thoughts, beliefs and opinions directing political and social movements; the system of thoughts reflecting a social situation; the whole of designs related to the life styles arising from the existential conditions and relationships of individuals” (Topakkaya, 2007). The term “Ideology” is also used in education as in many fields. Pupil control ideologies have emerged as a result of management provided by teachers and school administrations over students. The first studies related to pupil control ideologies were conducted by Willower, Eidell and Hoy. The study conducted by Willower, Eidell and Hoy was adapted to schools by using the studies of Gilbert and Levinson (Yılmaz, 2007). Pupil control ideology is divided into two; custodial control ideology and humanistic pupil control ideology, and the basic characteristics of these control ideologies are as follows (Turan and Altuğ, 2008):

### Custodial pupil control ideology

- Student behavior is controlled.
- The priority is to maintain the order and stability.
- Pupils are the living beings which need to be controlled.
- Misbehavior is evaluated by normative moral principles.
- Teachers perceive misbehavior as a personal insult.
- Communication is unilateral and from upward to downward.
- Not trusting pupils is essential.

### Humanistic Pupil Control Ideology

- Disciplining and controlling oneself is essential.
- Learning and behavior are considered within the psychological context.
- Interpersonal relationships are sincere and friendly.
- Pupils’ decision made by their own free will is important.
- A teacher does not regard misbehavior as a personal insult.
- Communication is bilateral and upward.
- Trust, respect and tolerance are at the forefront.

Custodial approach primarily describes a classroom atmosphere in an environment including strict and high level of control. On the other hand, humanistic pupil control ideology helps students discipline themselves, and teachers are optimistic in this approach (Willower et al. 1973; Yılmaz, 2007).

The term “leadership” has become important in today’s modernizing societies and education systems for an effective control. Therefore, the purpose of this study is to examine pupil control ideologies and leadership behaviors of physical education teachers.

Parallel with the developments in science technology, various changes have been witnessed in different areas. One of the fields that has been affected from these changes is education. Education is one of the crucial milestones contributing to the advance of societies. It is the duty of education system to train the individuals who will provide the continuance and development of the society in every country. This duty of education system is implemented by formal and non-formal education institutions in different types and levels. In this respect, formal education institutions are responsible for having the individuals that form a society gained required basic knowledge, skills, attitudes and values that form a society, and then are responsible for having them gained capabilities required for higher instruction and professional life, and finally, these institutions are responsible for having the individuals of a

society gained professional skills at sophisticated level in a professional area (Sağlam, 2009). In order to reach these goals, it is essential that education institutions employ well-educated, qualified, and skillful teachers. Prospective teachers who preferred to be a teacher in the future have a prerequisite of this profession to be successful which is they have to like this job. As a result of the instruction they received, prospective teachers are expected to have behavioral changes in cognitive, affective and psychomotor fields in accordance with the teaching profession (Doğan & Çoban, 2009). In addition to field lessons, the prospective teachers are given lesson related to pedagogical formation that helps them learn how to approach a student during the university education. However, there is no guidance or counseling towards their own affective conditions (Dursun & Karagün, 2012). As a result of this, prospective teachers frequently experience a situation of anxiety and stress towards their future jobs.

Anxiety is a situation experienced by many living species. Işık defines anxiety as a feeling that appears as a result of a danger probability coming from inner or outside world or any situation that is perceived and interpreted as dangerous by the person. (Cited in Dilmaç, 2010). University students are at one of the most important periods of their life. Their graduation is the beginning of their professional life or unemployment period. Job choice, future plans for their role in real life, their friendships, fear of being unemployed and various responsibilities are considered as some of the factors that cause anxiety in a person (Çakmak & Hevedanlı, 2004). These experiences are thought to cause the increase of anxiety after the graduation of prospective teachers from university.

Prospective teachers usually experience anxiety more especially in the last years of their university life. The Public Personnel Selection Examination (PPSE) which is a requirement for every prospective teacher to enter in Turkey in recent years, higher appointment scores of some departments, limited quota of some fields or limited number of appointments for some departments are regarded to increase the anxiety level of prospective teachers.

Fuller (1969) suggested handling occupational anxiety conditions in three groups. First one of these anxieties is egocentric anxieties; second one is occupation-related anxieties and the last one is student-related anxieties. Since the reaction of each individual is different against any anxiety situation, each anxiety type might appear in different levels for each prospective teacher. (Saban et al, 2004; cited in Atmaca, 2013).

A prospective teacher might experience the abovementioned anxieties. This study aims at researching occupational anxieties of prospective physical application and sports teachers in accordance with various variables.

## 2. Method

The research was figured as a descriptive study. In the research, a total of 114 physical education teachers including 45 female and 69 male physical education teachers working under Ministry of National Education participated voluntarily. “Leadership Behavior Scale” and “Student Behaviors Controlling Approaches Questionnaire” developed by Yılmaz (2007) were employed as data collection instruments. To analyze the data, T-test and MANOVA were used. Besides personal information form was used in addition to Leadership Behavior Scale and Student Behaviors Controlling Approaches Questionnaire. This form consists of questions such as age, gender and professional seniority. MANOVA was employed in order to make comparisons in the sub-dimensions of gender and professional seniority and mandatory and supportive leadership.

## 3. Finding

Table 1. Descriptive statistic for sub-dimension of Student Behavior Control Approaches Survey for gender

	Gender	N	Mean	Sd
Supportive leadership	Female	45	22,02	5,74
	Male	69	19,59	8,47
Peremptory leadership	Female	45	22,64	5,65
	Male	69	21,88	5,39

Table 2. T Test table for Student Behaviour Control Approaches Survey

	Grup	N	Mean	Ss	Sd	t	P
Supportive leadership	Male	69	19.59	8.47	1	1.68	.001
	Female	45	22.02	5.74			
Peremptory leadership	Male	69	21.88	5.39	113	.722	.669
	Female	45	22,64	5.65			

As it is seen in Table 2, there is a considerable difference between the male and female in terms of Supportive leadership scores ( $t=1.68$ ;  $P<0.05$ ). There is no significant difference between two groups in terms of Peremptory leadership scores ( $p>0.05$ ).

Table 3. Descriptive statistic for sub-dimension of Student Behaviour Control Approaches Survey for year at for work

	Year of at work	N	Mean	Sd
Supportive leadership	1-10 year	73	21,12	7,66
	11 year and up	41	19,56	7,41
Peremptory leadership	1-10 year	73	22,59	5,55
	11 year and up	41	20,80	5,14

Table 4. The MANOVA Table for year of at work

Variables	1-10 years n = 108		11 years up n = 42		sd	f	p
	$\bar{X}$	ss	$\bar{X}$	ss			
Supportive leadership	21,12	7,66	19,56	7,41	1-113	1.15	.28
Peremptory leadership	22,59	5,55	20,80	5,14	1-113	4.16	.04

As it is seen in Table 4, there is a considerable difference between the 1-10 years and the 11 years up only in terms of Peremptory leadership scores ( $F=4.16$ ;  $P<0.05$ ). There is no significant difference between two groups in terms of Supportive leadership scores ( $p>0.05$ ).

#### 4. Discussions and Conclusion

Pupil control ideologies and leadership behaviors of physical education teachers and working under Ministry of National Education were examined in the current research. In the light of research findings obtained in consequence of the evaluation based on gender within the comparison made by the variables of gender and professional experience, while there were differences in the sub-dimension of supportive leadership, there were no differences in mandatory leadership. The difference in the sub-dimension of supportive leadership in female teachers' favor can be attributed to their maternal behaviors. There are also other results showing parallelism with the collected results. In the study conducted by Turan and Altuğ (2008), it was concluded that there are differences in terms of gender in the control ideologies of teachers. Similar to their results, Gürşimşek (2014) conducted a study with preschool teacher candidates and concluded that there were differences in terms of gender. There are also other results which are not parallel with these results. In his study conducted with form teachers, Baş (2012) concluded that pupil control ideologies differ by gender. It is likely to think that differences by gender also vary from region to region. It is possible to say that the environments that individuals are raised are effective on their professional behaviors. While there were differences in the sub-dimension of mandatory leadership, there were no differences in the sub-dimension of supportive leadership in the context of professional seniority. When professional seniority is evaluated, it is possible to say that the difference observed in the sub-dimension of mandatory leadership results from changing service periods of teachers and different experiences that they possess. The results which are in parallel with the current study were found. In the study conducted by Baş (2012), it was reported that there were differences in terms of professional seniority.

As a result, it is seen that pupil control ideologies and leadership behaviors of teachers differ by gender and seniority status. The difference in terms of gender might result from different socio-cultural variables and different upbringing styles. The difference in terms of professional seniority might originate from servicing periods, experiences of teachers and places that teachers work.

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