
THE EFFECT OF SPORTING HABITS AND DIFFERENT VARIABLES ON ASSERTIVENESS OF PHYSICAL EDUCATION TEACHERS

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ABSTRACT: *It is considered that physical education (PE) teachers' level of assertiveness greatly impact the duration of their tenure, their attitudes towards other individuals and the way they cope with the challenges they face in life. Therefore, it is of significance to determine the factors that affect PE teachers' assertiveness level. The purpose of this paper is to study the effects of sporting in accordance with different variables on assertiveness of PE teachers. A total of 135 PE teachers, 36 female and 99 male, in the city of Erzurum in Turkey, participated in the study. Rathus Assertiveness Scale developed by Rathus was employed in the analysis of data. Frequency distribution, t-test and ANOVA were utilized to process the data. The differences amongst the groups choices were evaluated based on 0.05 significance level. Based on the findings, no difference was observed among Rathus Assertiveness averages with respect to marital status. On the other hand, a significant difference was observed with respect to gender, educational background, sporting habits, type of sports performed and age. It was noticed that PE teachers with sporting habits tend to have higher assertiveness level than those with no sporting habit. As a proposition, the significant of elements that could be effective on encouraging PE teachers for sporting habits hence increasing their assertiveness levels as they have constant interaction with students and peers in many educational and social settings.*

KEYWORDS: *Physical Education Teachers, Assertiveness, Sport and Assertiveness*

INTRODUCTION

Human beings must interact with other individuals to carry on with their social lives. Therefore, individuals desire to have a lifestyle in accordance with goals and expectations. As a social being, humans are in close interaction with the society they live in, and they tend to desire communications with other members of the society. As a result of such interaction, they must pursue a social life to fulfill their ambitions and desires as well as to build a clear, open and understandable communication with others [1].

PE teachers have important influence on their students' mental and physical development. According to Bicer (1998) sporting activities not only affect people's muscle, nervous and bone developments but also affects their spiritual, mental and physical developments [2]. It is considered that for PE teachers to have influential role on individuals' development to build self-confidence is related to them having socially outgoing personality.

Assertiveness as a word means an attitude that enables a healthy communication and interaction among individuals, promotes respect for others' rights, and encourages openly sharing emotional, spiritual and intellectual values with others [3]. Lazarus (1973) defines "assertiveness" as an attitude that combines four complementary features: ability to (a) say "No" (b) make a request or

ask a favor (c) to express both positive and negative feelings and (d) initiate, continue and carry out an action to the end [4].

In a constantly evolving social structure, individuals' ability to participate and integrate with the society is achieved by self-confidence, self-awareness and building healthy relations says Hutchison (1999). Therefore, assertiveness is a very important defining characteristic of the individual's social status [5]. Assertive people express themselves in concise and clear terms. They state their positive and negative feelings in a honest and proper way. They usually have a positive attitude towards themselves and others. They use the language of "I." They can have effective, moderate and compatible interactions, and they are sensitive and tolerant in those interactions. They cope with stress better [6].

For individuals to show behavioral patterns that are considered to be socially and mentally healthy, they need some preconditions about their communications and interactions with others. Assertiveness is a sort of having relations with the other individuals by respecting their rights and being fair to them while preserving his/her own rights [7].

Having impact on assertiveness, sport has mental and social influence on individuals and societies. Such influences cover liking, fighting for the right, not taking advantage of others, sharing, competition, complying with rules, accepting both failure and success, manifestation of animal instincts with social consensus, making new friends, taking pleasure. Pleasure can be observed on both those who do sport and spectators [2,4].

With the assumption that a PE teacher with such attitude is supposed to have higher success rate, this study intends to answer the following research question.

This purpose of this study is to determine the level of assertiveness of PE teachers in the city of Erzurum and investigate the effect of sport on assertiveness, school and social life success.

Data and Method of Analysis

The purpose of this work is to study the effect of various factors on PE teachers' assertiveness levels. The assertiveness levels of PE teachers are evaluated based on Rathus Assertiveness Scale developed by Rathus [8]. The material was translated to Turkish by Voltan (1980a), it determines the level of assertiveness in individuals [9].

Scores in Rathus Assertiveness Scale

Rathus Assertiveness Scale is comprised of 30 items sorted from -3 to +3 in 6 steps. In order to determine assertiveness levels, the scale uses a kind of 6 step Likert scale; (+3) it perfectly applies to me, it explains precisely how I think, (+2) it applies to me, it explains how I think, (+1) it somewhat applies to me, it somewhat explains how I think, (-1) it doesn't exactly apply to me, it doesn't exactly explain how I think, (-2) it doesn't apply to me, it doesn't explain how I think, (-3) it doesn't apply to me at all, it doesn't explain how I think at all.

In the study, total score obtained by the students range from -90 to +90, -90 being least assertive and +90 most assertive. On average +10 or above indicates assertiveness. In the scale, the following items are graded in disproportional: 1, 2, 3, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17, 19, 23, 24,

26 and 30; whereas the following items are graded proportionally: 6, 7, 8, 10, 18, 20, 21, 22, 25, 27, 28 and 29.

In Rathus (1973) Assertiveness Scale studies, people who know the voluntary participants were asked to share their perception of the participants. The correlation coefficient between the results and the feedbacks obtained from participants was 0.7 [8]. Rathus Assertiveness Scale's applicability and reliability were investigated with data collected from 135 PE teachers, in turn; Cronbach Alpha internal consistency for such scale was calculated to be 0.82. A total of 135, 36 female and 99 male, PE teachers who reside in the city of Erzurum participated.

Analysis of Data

Data obtained from 135 PE teachers was analyzed using SPSS 15.00 statistical tool. Collected data is presented at results section in consistent with the nature of the study, discussions and comments are presented in the relevant sections. In the analysis of the data, frequency, average and standard variation are investigated in figurative way. In addition, t test was utilized in analysis of the difference in averages of independent groups; for groups more than 2, one way ANOVA is used. In the analyses, $p < 0.05$ confidence level is utilized.

RESULTS

In this section, results and related comments are presented. Demographic information is reported in Table 1, and frequency distribution of sporting habits is listed in Table 2. In the study, to compare the scores obtained from Rathus Assertiveness Scale with gender, educational background, marital status and sporting habits, t test is utilized and statistical results are listed in Table 3, 4, 5 and 6. To make a comparison on assertiveness scores versus age, ANOVA is utilized and the results are given in Table 7 and 8.

Table 1: *Demographic distribution of PE teachers*

		Number (N)	Percent
Gender	Female	36	26,7
	Male	99	73,3
	Total	135	100,0
Age	Age 24 and below	12	8,9
	Age 25-30	52	38,5
	Age 31-36	50	37,0
	Age 37 and above	21	15,6
	Total	135	100,0

Education	Graduate	122	90,4
	Post-graduate	13	9,6
	Total	135	100,0
Marital Status	Married	69	51,1
	Single	66	48,9
	Total	135	100,0
In service	2 years and less	14	10,4
	3-8 years	73	54,1
	9-14 years	31	23,0
	15 years and more	17	12,6
	Total	135	100,0

Table 2: *PE teachers' sporting habits*

		Number (N)	Percent
Sporting Habits	Yes	94	69,6
	No	41	30,4
	Total	135	100,0
Type of sport	No sport	41	30,4
	Individual Sport	57	42,2
	Team Sport	37	27,4
	Total	135	100,0

Table 3: Average scores obtained from Rathus Assertiveness Scale, standard deviation and t values of the differences among averages per gender

Gender	N	X	Ss	t	p
Female	36	20,30	17,63	-1,55	,018
Male	99	26,29	20,43	-1,67	

Table 3 shows that there is a significant difference with p: 0.05 confidences between averages assertiveness scores of female and male PE teachers. It is noted that the average assertiveness score of male teachers is higher than that of female teachers.

Table 4: Average scores obtained from Rathus Assertiveness Scale, standard deviation and t values of the differences among averages along with ages of PE teachers.

Education	N	X	Ss	t	p
Graduate	122	26,27	19,94	2,91	,000
Post-graduate	13	9,84	10,90	4,66	

Table 4 shows that there is a significant difference with p: 0.05 confidences between averages assertiveness scores of PE teachers with Graduate degree and those with post-graduate degree. It is noted that the average assertiveness score of teachers with graduate degree is higher than that of teachers with post-graduate degree.

Table 5: Average scores obtained from Rathus Assertiveness Scale, standard deviation and t values of the differences among averages along with marital status of PE teachers.

Marital Status	N	X	Ss	t	p
Married	69	24,78	20,06	,51	,959
Single	66	24,60	19,75	,52	

Table 5 shows that there is no significant difference with p: 0.05 confidence between averages assertiveness scores of married and single PE teachers.

Table 6: Average scores obtained from Rathus Assertiveness Scale, standard deviation and t values of the differences among averages along with sporting habits of PE teachers.

Sporting Habits	N	X	Ss	t	p
Yes	94	27,29	19,47	2,34	,020
No	41	18,73	19,60	2,33	

Table 6 shows that there is a significant difference with $p: 0.05$ confidence between averages assertiveness scores of PE teachers who do sport and those who do not. PE teachers with sporting habits have higher assertiveness level than those with no sporting habits.

Table 7: Average scores obtained from Rathus Assertiveness Scale and standard deviation among averages along with age brackets of PE teachers.

Age	N	X	Ss	F	P	Difference
Age 24 and younger	12	33,41	18,19	5,87	,001	1-2,4 4-1,3
Age 25-30	52	21,30	17,60			
Age 31-36	50	30,96	18,87			
Age 37	21	13,19	21,83			

Table 7 shows that there is a significant difference with $p: 0.05$ confidence between averages assertiveness scores of PE teachers with respect to age. The average score of PE teachers at age 24 or younger ($X = 33.41$) is higher than those at age 25-30 ($X=21.30$) and those at the age of 37 or older ($X = 13.19$). Another significant difference was noticed between PE teachers at the age of 31-36 and those at the age of 37. It is also noted that the average assertiveness score of PE teachers at the age of 31-36 ($X = 30.96$) is higher than those at the age of 37 and older ($X = 13.19$).

Table 8: Average scores obtained from Rathus Assertiveness Scale and standard deviation among averages along with sporting habits and type of sport performed by the PE teachers.

Type of Sport	N	X	Ss	F	P	Difference
No Sport	41	18,73	19,60	3,65	,028	1-3
Individual Sport	57	25,14	19,45			
Team Sport	37	30,62	19,28			

Table 8 shows that there is a significant difference with $p: 0.05$ confidence between averages of assertiveness scores of PE teachers who do team sport and those who do not do any sport.

As a result of these differences, PE teachers with no sporting habits ($X = 18.73$) seems to have lower assertiveness score averages than those who do team sport ($X = 30.62$). Although there is no significant difference between average scores of PE teachers how do individual sport and those who do team sport, PE teachers who do team sport ($X=30.62$) tends to have higher assertiveness average score compared to those who do individual sport ($X=25.14$).

In this study, the relation between the level of Rathus Assertiveness of a total of 135, 36 female and 99 male, PE teachers was investigated with respect to sporting habits and different variables. As a conclusion, PE teachers' assertiveness levels and sporting habits were determined, its relation with other variables was investigated and assessments were made based on the findings.

As a result of analyses, a notable difference with $p:0.05$ confidence level was observed among male and female participants with regards to the averages and the standard deviation of the scores obtained on Rathus Assertiveness Scale, and t values among the averages. Average scores of male PE teachers on Rathus Assertiveness Scale were higher than those of female PE teachers. Ari (1989) indicated that the average assertiveness score of male college students was higher than that of female college students in his study on the effect of gender on assertiveness level [10]. Bal (2006), in his study of the relation between elementary school students' self-consciousness and assertiveness, he concluded that the average of male students assertiveness level was higher than that of female students (Bal, 2006) these studies are consistent with our research [11]. Bayraktar (2007), found out that female wrestlers tend to have higher assertiveness level as a result of his study on the effect of wrestlers psychological needs and assertiveness on their success [6]. Mentés' study on high school students with regards to the effect of sport on students' assertiveness Mentés(2007) showed that female student's average assertiveness level turned out to be higher than that of male students [12]. Such studies are not consistent with our findings. Aforementioned analyses and comparisons show that differences among sample sets with respect to assertiveness levels may occur based on living conditions and occupations.

With respect to PE teachers' educational background, average scores based on Rathus Assertiveness Scale and their standard deviations' t values, a significant difference with $p: 0.05$ confidence level was observed among PE teachers with graduate and post-graduate degrees based on average assertiveness scores. It was noted that PE teachers with bachelors degree had substantially higher average score than those with post-graduate degree. Gacar A (2011) showed that there is no significant relation between educational background and assertiveness in his study of decision making and assertiveness with respect to some variables in PE teachers in Turkey [13]. This study is not consistent with our conclusion. Based on our findings, it was concluded that higher educational status brings with it more responsibility and more expectations in life, and it reduces assertiveness.

Based on PE teachers' marital status, average scores based on Rathus Assertiveness Scale and their standard deviations' t -values, no significant difference with $p: 0.05$ confidence level was observed among PE teachers who are married versus those who are not. Gacar A. (2011) indicated that there is no relation between marital status and assertiveness in his study of decision making and assertiveness in PE teachers in Turkey [13]. This supports our conclusion. Based on those findings, we can conclude that there is not relation between marital status and assertiveness level.

In relation to PE teachers' sporting habits, average scores based on Rathus Assertiveness Scale and their standard deviations' t -values, the fact that the average score on Rathus Assertiveness Scale obtained by PE teachers that do sport was higher than that of those who do no sport with $p: 0.05$ confidence level was observed. Therefore, it can be concluded that PE teachers with sporting habits tend to have higher assertiveness than those with no sporting habits, it can also be concluded that sport has positive impact on assertiveness. Kirimoglu (2009), in his study, indicated that female athletes have higher assertiveness than those who do no sport (Sedanter) [14]. According to these findings, it is reasonable to say people who have sporting habits have higher assertiveness, since they can relax and build confidence through sport.

A significant difference was observed among PE teachers with respect to age, and average and standard deviation of the scores obtained from Rathus Assertiveness Scale. As shown in Table 7, a significant difference was noticed among those who are below age 24 ($X = 33.41$) and those who are between age 25-30 ($X = 21.30$) and those who are older than age 37 ($X = 13.19$). Another significant difference was between those with age 31-36 and those who are older than 37. When the difference is studied, the average score of PE teachers who are at age 31-36 ($X = 30.96$) turned out to be higher than that of those who are older than 37. With these results, one can conclude that there is a relation between age and assertiveness.

A significant difference was observed among PE teachers with respect to sporting habits, sport types, and average and standard deviation of the scores obtained from Rathus Assertiveness Scale. As shown in Table 9, a significant difference was noticed among those who do no sport ($X = 18.73$) and those who do team sport ($X = 30.62$). It is reported that the TE teachers who do no sport have lower assertiveness level compared to those who do team sport. Although no difference was observed between those PE teachers who do individual sport versus those who do team sport, those who do team sport tend to have higher score on assertiveness compared to those who do team sport. Relevant results show that sport has positive impact on assertiveness.

CONCLUSION

The effect of physical education teachers' level of assertiveness on the duration of their tenure, their attitudes towards other individuals and the way they cope with the challenges they face in life is studied. The factors that affect PE teachers' assertiveness level are presented along with the effects of sports on assertiveness of physical education teachers. A total of 135 PE teachers, 36 female and 99 male, in the city of Erzurum in Turkey, participated in the study. Rathus Assertiveness Scale developed by Rathus was employed in the analysis of data. Frequency distribution, t-test and ANOVA were utilized to process the data. The differences amongst the groups' choices were evaluated based on 0.05 significance level. No difference was observed among Rathus Assertiveness averages with respect to marital status. On the other hand, a significant difference was observed with respect to gender, educational background, sporting habits, type of sports performed and age. It was noticed that PE teachers with sporting habits tend to have higher assertiveness level than those with no sporting habit. In conclusion, It is imperative to study the significant factors that could be effective on encouraging PE teachers for sporting habits hence increasing their assertiveness levels as they have constant interaction with students and peers in many educational and social settings.

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