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Examining the Personal Development Orientations and Problem-Solving Competencies of Physical Education and Sports Teachers Along with Other Branch Teachers

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ABSTRACT

This study aims to examine the personal development orientations and problem-solving competencies of physical education and sports teachers compared to teachers of other subjects, and to determine if there are significant differences based on demographic variables. In the study, "Adaptation of Personal Growth Initiative Scale-II (PGIS)" and "Teacher Problem Solving Skill Acquisition Competence Scale" were used. The research is a quantitative study and was carried out in the relational survey model. The sample of the study consisted of 367 participants from different branches of teachers working in schools selected by random sampling method in Kahramanmaraş city center. As a result of the research, it was determined that the mean scores of the participants' personal growth initiative and teacher problem solving skills were at a high level. Significant differences were found in terms of the variables of teaching field/branch, receiving personal development training, choosing the profession willingly and suitability for teaching profession. As a result of the correlation analysis, positive and moderately significant relationships were found between the Personal Growth Initiative of the participants and their competencies to gain problem solving skills. According to the path analysis, it was seen that the sub-dimension of adopting the right approach of the "Teacher Problem Solving Competence Scale" predicted the sub-dimensions of readiness for change, painfulness, using resources and purposeful behavior of the "Adaptation of Personal Growth Initiative Scale-II (PGIS)" at a significant level ($p < .05$). It was determined that the sub-dimension of applying the relevant method predicted the sub-dimensions of being planned and using resources at a significant level ($p < .05$). In the context of the originality value of the study, when the literature is examined, it is seen that personal growth and problem solving skills have been studied separately with similar scales in previous studies. The originality of this study is to shed light on the subject by examining the connection between personal development initiative and the competence to acquire problem-solving skills. It is anticipated that the potential application of the results in teacher education or education policy will contribute significantly.

Keywords: Personal Development Orientations, Physical Education Teachers, Problem Solving Skills.



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INTRODUCTION

It is an undeniable fact that the factor of personal development plays a decisive role in determining the success or failure of a person's life journey. The more an individual equips themselves and adapts to changing conditions due to life circumstances, the more they contribute to their personal development and advance themselves. The regression of the individual who does not progress is inevitable. While everything changes and develops over time, neglecting to support the personal development of the individual indicates regression. Teachers' personal development initiatives are usually associated with the desire to get better at their own work and to continuously learn and develop. In order to maximize their effectiveness, acquire new skills, and improve their professional abilities, teachers put a high value on their personal development.

Personal development is the process that covers the person's efforts to adapt to the changes that occur in the near and distant life sphere. It is the person's continuous process of reviewing, analysing, and assessing himself in an effort to transform himself positively and continuously view life from a new perspective (Fındıkçı, 1996). According to Çoruk (2012), personal development is the process of moving from what people consider to be inadequate conditions to what they perceive to be more favourable conditions. However, this change is a positive development that the individual brings about by taking responsibility for self-education and development and tries to maintain it continuously. Personal development, which involves finding and developing oneself, is based on people's innate curiosity about self (Chaya, Daniel & friends, 2015). To put it another way, personal development is the process of change that a person starts to become sufficient in areas where they are not sufficient (Balaban & Çakmak, 2016).

Problems have emerged with the existence of humanity. Problem is the phenomenon that contributes the most to the development of the individual. As much as success and even more importantly, learning lessons from failure is the building blocks of the individual's development and the process of analysing life. There is no success without failure. In light of this, how will the person handle these difficulties and failures? The answer to these questions and the self-development of the individual is directly proportional to problem solving skills. Particularly in the current environment, the more advanced your problem-solving abilities are in the classroom, in the workplace, and in social situations, the more advanced your development, life adaption, happiness, and success are. It is inevitable that education, the raw material of which is human, will encounter problems. Displaying the right behaviour to students, each of whom come from different families and grow up in different growing environments, and bringing solutions to problems are directly related to the teacher's personal development and problem-solving skills.

The Ministry of National Education attaches great importance to providing students with the problem solving skills needed by the people of the age (Yiğit, 2018). One of the basic principles of the education process is to provide individuals with a systematic of thought that will help them solve the problems they may encounter in life (Alkan, 2011). Problem solving is defined as a cognitive-behavioural process that includes efforts to identify, discover and produce ways to effectively and appropriately overcome the problems encountered by the individual in daily flow. Social problem solving is also seen as a general coping strategy to contribute to the facilitation and maintenance of general social competence. According to this view, social problem solving can also be considered as a conscious, rational, effortful and purposeful coping process that increases the person's ability to cope effectively with stressful situations (Ergin, 2009). Problem solving skills can be defined as cognitive and emotional behaviours that individuals exhibit in order to adapt to the changes that occur in their social lives (Shewchuck, Johnson, & Elliott, 2000). It is believed that the ability to solve problems is

a life ability beneficial to people of all ages and can be applied to both simple and complex tasks (Karabulut ve Kuru, 2009). The concept of problem solving is a term that requires the individual to receive and process information and put this information into practice (Kantek & Yeşilbaş, 2019).

The study is considered important in terms of revealing teachers' personal development and problem-solving skills and providing information about their educational performance. This study aims to examine the personal development orientations and problem-solving competencies of physical education and sports teachers compared to teachers of other subjects, and to determine if there are significant differences based on demographic variables. In this study, answers to the following questions were sought in order to examine the relationship between the personal development orientations of physical education teachers and other branch teachers and their competencies to gain problem solving skills and to determine whether there are significant differences in terms of demographic variables.

- At what levels are the participants' personal development orientations and their competences to gain problem solving skills?
- Are there significant differences in the variables of branch and personal development training status in terms of the participants' personal development orientations and their competences to gain problem-solving skills?
- Is there a significant difference in the participants' willingness to choose the profession and suitability for the teaching profession in terms of personal development orientations and competences of providing problem-solving skills?
- What is the relationship's level in terms of sub-dimensions between the participants' personal development orientations and their ability to gain problem-solving skills?
- Is there a correlation between the sub-dimensions of the participants' personal development orientations and their ability to acquire problem-solving skills?

METHOD

Research Model

This study was conducted using the relational screening methodology and is quantitative in design. All participants in this study provided their informed consent through a "Informed Voluntary Consent Form." Ethics committee approval was obtained from Kahramanmaraş Sutcu İmam University Medical Research Ethics Committee on 01.07.2024 with decision number 09.

Research Group

The population of the study consisted of all teachers working in secondary and high schools in Kahramanmaraş city centre. The sample of the study consisted of 367 participants from different branches of teachers working in schools selected by random sampling method in Kahramanmaraş city centre. While sampling, branches were categorized and a random method was selected.

Table 1*Information About Participants that is Part of the Research Sample*

According to Demographic Variables		n	%
Teaching Field/Branch	Physical Education and Sports	122	33.2
	Numerical Courses	76	20.7
	Oral Courses	103	28.1
	Vocational Courses	33	9
	Foreign Language Courses	33	9
Receiving Personal Development Training	Yes	212	57.8
	No	155	42.2
Selecting the Career Willingly	Yes	325	88.6
	No	42	11.4
Adequacy of the Teaching Profession	Suitable	303	82.6
	Partly Suitable / Not Suitable	64	17.4

Data Collection Tools

There are two components to the study's data collection technique. The researchers' form with the independent variables and demographic data is in the first section, and the scales relevant to the study's scope are in the second.

Adaptation of Personal Growth Initiative Scale-II (PGIS): Adaptation of Personal Growth Initiative Scale-II (PGIS was developed by Robitschek et al. (2012). Adaptation of Personal Growth Initiative Scale-II (PGIS is a scale consisting of 16 items developed to enable the individual to make a more detailed evaluation of the personal development process. This scale has six points, from strongly disagree to strongly agree, on a Likert-type scale. Yalçın and Malkoç (2013) translated it into Turkish, and validity and reliability tests were carried out. Confirmatory factor analysis revealed that the original four-factor structure of the scale was also valid for the Turkish sample group. Internal consistency coefficients were calculated as. 83 for the dimension of readiness for change, .87 for the planfulness. 61 for the dimension of using resources, .84 for the dimension of intentional behaviour and Cronbach Alpha coefficient for the whole scale was calculated as. 91. In this study, the internal consistency coefficients were. 84 for the dimension of readiness for change, .88 for the dimension of planfulness. 73 for the dimension of using resources, .91 for the dimension of intentional behaviour and. 95 for the whole scale.

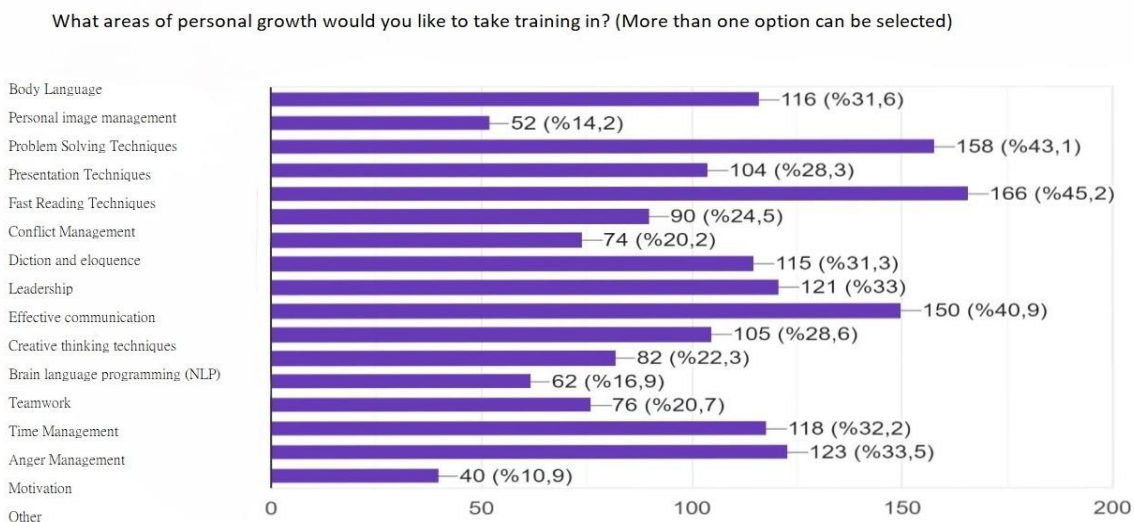
Teacher Problem Solving Skill Acquisition Competence Scale (TPSSAC): It is a 5-point Likert scale developed by Yiğit (2018), consisting of 17 items and three dimensions (Adopting the Right Approach, Applying the Related Method, Motivating). As a result of the reliability analyses of the scale, Cronbach's alpha internal consistency coefficient was calculated as .887 for the first sub-dimension, .82 for the second sub-dimension and .787 for the third sub-dimension. The internal reliability coefficient (Cronbach's alpha) calculated for all items was found to be 918. In this study, Cronbach's alpha coefficient was calculated as .95 for the overall scale,.92 for adopting the right approach,.90 for applying the relevant method,.90 for motivating.

Data Collection and Statistical Analysis

The information was gathered in April and June of 2024. A total of 367 people completed the online scale forms, and useful input was collected from them. The statistical software packages SPSS 21.0 and JAMOVI 2.3.16.0 were used to analyse the data. Arithmetic mean and standard deviation values were calculated for data analysis, and since the distribution was normal (Hair et al., 2013), parametric tests such as t-test and One-Way Analysis of Variance (ANOVA) were used to differentiate the scores obtained for the variables. Post-Hoc Scheffe/LSD tests were then used to identify which groups had a significant difference in the F value, with a significance level of ($p < 0.05$) being applied. The path analysis method was used to analyse the relationships between the variables. Unlike regression analysis, path analysis is a type of analysis that allows more than one dependent variable to be used together (Şen, 2020). In the path analysis, the dimensions of the adaptation of personal growth initiative scale-II " were considered as exogenous variables, and the sub-dimensions of the "Teacher Problem Solving Competence Scale" were considered as endogenous variables. The "Maximum Likelihood (ML)" method, the most commonly used method for estimating parameters in path analysis, was preferred (Şen, 2020).

FINDINGS

In this section of the study, the data collected for the investigation were statistically evaluated, and the evaluation's findings were displayed in tables and graphs.



Graphic 1. Graphic on which subjects the participants would like to receive personal development training.

Above graph shows that participants, who were allowed to select multiple options in response to the question "In which areas would you like to receive personal development training?" most frequently chose stress management as the area in which they would like to receive personal development training. Following stress management, the participants indicated a desire for training in problem-solving techniques, effective communication, motivation, leadership, anger management, body language, diction and elocution, and other areas of personal development, as illustrated in the graph.

Table 2

Arithmetic Mean and Standard Deviation Values of Participants' Personal Development Initiative Scale-II and Teacher Problem Solving Skill Acquisition Competence Scale

Scales	n	\bar{x}	SD	Min-Max
PGIS Scales	367	3.71	.74	0-5
TPSSAC Scales	367	4.04	.53	1-5

An analysis of Table 2 shows that the mean scores of the participants on the scales measuring personal growth initiative and teacher problem-solving skills competence are significantly high.

Table 3

Presents the Results of the Unrelated Samples t-Test, Examining the Differentiation in Participants' Scores on the Adaptation of Personal Growth Initiative Scale-II and Teacher Problem Solving Skill Acquisition Competence Scale based on Their Personal Development Training Status

Scales	Personal Development Training Status	\bar{x}	SD	t	p
PGIS Scales	Yes	3.86	.63	4.50	0.001
	No	3.51	.83		
TPSSAC Scales	Yes	4.11	.48	3.00	.003
	No	3.95	.57		

*($p < 0.05$)

An examination of table 3 reveals that the analyses indicate statistically significant differences in both the Adaptation of Personal Growth Initiative Scale [$t(365) = 4.50, p < .05$] and the Teacher Problem-Solving Skill Acquisition Competence Scale [$t(365) = 3.00, p < .05$] based on the participants' personal development training status. The table indicates that participants who received personal development training scored significantly higher on both scales compared to those who did not receive such training.

Table 4

Presents the Unrelated Samples t-Test Results for the Adaptation of Personal Growth Initiative Scale and the Teacher Problem-Solving Skill Acquisition Competence Scale, Based on the Variable of Participants' Willingness in Choosing Their Profession

Scales	Choosing the Profession Willingly	\bar{x}	SD	t	p
PGIS Scales	Yes	3.75	.70	2.86	.004*
	No	3.40	.98		
TPSSAC Scales	Yes	4.06	.50	1.88	.060
	No	3.90	.71		

*($p < 0.05$)

Table 4 shows no statistically significant difference in the participants' willingness to choose the profession according to the Teacher Problem-Solving Skill Acquisition Competence Scale assessments. On the adaptation of personal growth initiative scale, however, a statistically significant difference was discovered [$t(365) = 2.86, p < .05$]. As can be seen from the table, individuals who voluntarily chose their career had far higher adaptation of personal growth initiative scale scores than those who did not.

Table 5

Unrelated Samples t-Test Findings of the Participants' Adaptation of Personal Growth Initiative Scale-II and Teacher Problem Solving Skill Acquisition Competence Scale According to the Variable of Suitability for Teaching Profession

Scales	Suitability for Teaching Profession	\bar{x}	SD	<i>t</i>	<i>p</i>
PGIS Scales	Suitable	3.77	.69	3.28	.001*
	Partially suitable/ Not suitable	3.44	.91		
TPSSAC Scales	Suitable	4.06	.49	1.29	.195
	Partially suitable/ Not suitable	3.97	.69		

*($p < 0,05$)

An examination of table 5 reveals that the analyses did not find a statistically significant difference in the Teacher Problem-Solving Skill Acquisition Competence Scale regarding the participants' perceived suitability for the teaching profession. However, a statistically significant difference was identified in the Adaptation of Personal Growth Initiative Scale-II [$t(365) = 3.28, p < .05$]. The table indicates that participants who affirmed their suitability for the teaching profession scored significantly higher on the adaptation of personal growth initiative scale scores compared to those who did not affirm their suitability.

Table 6

Results of One-Way Analysis of Variance (ANOVA) on Factor Dimensions of Participants' Personal Development Orientation Scale-II and Teacher Problem Solving Skill Acquisition Competence Scale Scores According to Branch Variable

Scales	Field/Branch	\bar{x}	SS	<i>F</i>	<i>p</i>	Groups with differences (Scheffe/LSD Test)
PGIS Scales	Physical Education and Sports(a)	3.80	.73	1.30	.267	—
	Numerical Courses(b)	3.59	.84			
	Oral Courses(c)	3.72	.66			
	Vocational Courses (d)	3.78	.80			
	Foreign Language Courses (e)	3.56	.68			
TPSSAC Scales	Physical Education and Sports(a)	4.11	.47	4.02	.003*	a, b, c. d – e
	Numerical Courses (b)	4.03	.60			
	Oral Courses (c)	4.05	.47			
	Vocational Courses (d)	4.13	.50			
	Foreign Language Courses (e)	3.72	.62			

*($p < 0.05$)

Based on the data presented in table 6, there was not a statistically significant difference seen in the branch variable of the adaptation of personal growth initiative scale-II. However, there was a statistically significant difference ($p < 0.05$) observed in the teacher problem solving competence scale scores. Compared to other branch teachers, the participant teachers whose branch specializes in foreign language instruction ($\bar{X}_{\text{Language}} = 3.72$) have considerably lower problem-solving skill acquisition competency scores.

The Pearson product moment correlation coefficient technique was employed to determine the relationship between the sub-dimensions of participants' adaptation of personal growth initiative scale-II scores and their teacher problem-solving competence scale scores and the results are presented in table 7.

Table 7

Pearson Product Moment Correlation Results between the Scores of Participants' Adaptation of Personal Growth Initiative Scale-II and Teacher Problem Solving Competence Scale

Variables	1	2	3	4	5	6	7	8	9
1. PGIS Scales General	-	.924*	.950*	.771*	-.918*	.619*	.596*	.525*	.555*
2. Readiness for change		-	.869*	.632*	.787*	.609*	.600*	.484*	.571*
3. Planfulness			-	.624*	.844*	.581*	.559*	.484*	.537*
4. Dimension of using resources				-	.608*	.429*	.413*	.398*	.325*
5. Intentional behaviour					-	.580*	.547*	.505*	.523*
6. TPSSAC Scales General						-	.946*	.885*	.869*
7. Adopting the right approach							-	.714*	.794*
8. Apply the relevant method								-	.674*
9. Motivating the student									-

N=367 * $p < 0.05$

Upon analyzing table 8, significant positive moderate correlations were observed between participants' Adaptation of Personal Growth Initiative scores and variables such as adopting the right approach ($r = -0.60$), applying the relevant method ($r = -0.53$), and motivating the student ($r = -0.56$). Similarly, positive moderate correlations were found between participants' scores on the Teacher Problem-Solving Competence scale and variables including readiness for change ($r = -0.61$), planfulness ($r = -0.58$), using resources ($r = -0.43$), and intentional behavior ($r = -0.58$). The table indicates highly significant relationships between the scales and their respective sub-dimensions.

The Results of the path analysis concerning the relationships among the variables

The path analysis, which employed the Maximum Likelihood approach, revealed a significant ($p < .05$) chi-square value for the model. The estimated model fit values ($\chi^2/df = 2.83$, TLI = .90, RMSEA = .71, SRMR = .43, and CFI = .91) were found to be within acceptable limits and to be a satisfactory fit. Figure 1 displays the diagram model that includes the standardised path coefficients associated with path analysis. To make sense, only relevant path coefficients were added to the model.

Figure 1

Diagram model for path analysis diagram model for path analysis (QAQM Scale)

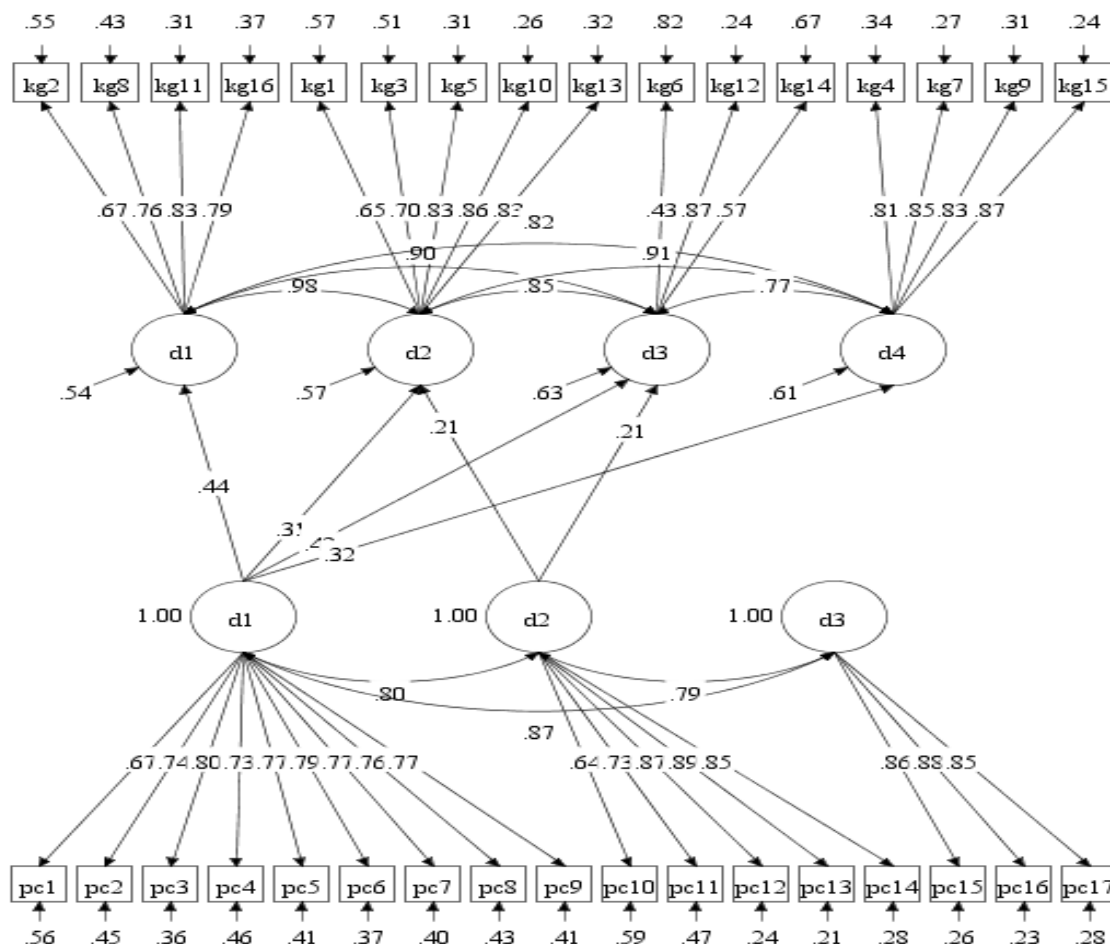


Diagram model for path analysis diagram model for path analysis (QAQM Scale= d1: Readiness for change, d2: Planfulness, d3: Using resources, d4: Intentional behaviour). (SLPWBKM Scale= d1: Adopting the right approach, d2: Applying the relevant method, d3: Motivating the student).

When the standardised coefficients of path analysis were examined, it was seen that the sub-dimension of adopting the right approach of the ‘Teacher Problem Solving Competence Scale’ predicted the sub-dimensions of readiness for change, being planned, using resources and purposeful behaviour of the ‘Adaptation of Personal Growth Initiative Scale-II’ at a significant level ($p < .05$). It was determined that the sub-dimension of applying the relevant method significantly predicted the sub-dimensions of planfulness and using resources ($p < .05$).

The standardized regression loadings for the dimensions of readiness for change namely, planfulness, using resources, and Intentional behaviour on the dimension of adopting the right approach were estimated at .44, .31, .42, and .32, respectively. Additionally, the standardized regression loadings of the sub-dimensions of planfulness and using resources on the sub-dimension of applying the relevant method were both estimated at .21. The direct correlation coefficients indicate a positive and moderate relationship between adopting the right approach and the dimensions of planfulness, using resources, and intentional behaviour. In contrast, there is a low but positive relationship between implementing the relevant method and the dimensions of planfulness and using resources.

In addition, R-square value was calculated as .47 between the independent variables and readiness to change, .43 between planfulness, .37 between using resources and .39 between

intentional behaviour. In other words, the sub-dimensions of the 'adaptation of personal growth initiative scale-II' together explain 47% of the variance in the variable of readiness for change, 43% of the variance in the variable of planfulness, 37% of the variance in the variable of using resources and 39% of the variance in the variable of intentional behaviour.

DISCUSSION & CONCLUSION

This study aimed to explore the personal growth initiative of physical education and sports teachers as well as teachers from other disciplines, specifically focusing on their competencies in acquiring problem-solving skills. The research sought to examine the relationship between these two variables across various sub-dimensions and to determine whether there is a significant relationship concerning demographic factors within the independent variables.

Participants were asked which subjects they would like to receive personal growth training in, with the option to select multiple topics. The results indicated that stress management was the most desired area for training. This was followed by interest in problem-solving techniques, effective communication, motivation, leadership, anger control, body language, diction and eloquence, and other personal development topics. The topic of stress management in the sphere of education, like in all sectors whose material and addressee is human, has gained its place among the prioritized personal development items.

Today's human profile differs from previous approaches that accepted without questioning; they are persons that ask, question, research, and have reasons and whys. Knowledge and accumulation are vital resources in education, as they are in all fields. The educator's strength comes from his or her expertise and experience. It appears that teachers who are unable to control their stress, generate problem solutions, and communicate effectively will be unable to deliver values education to kids, gain behavior, and advance them academically. It is encouraging that our teachers are aware of this and are taking steps to better their own development.

Bitmez and Tatlı (2023) found that while teachers showed interest in personal development, their efforts on this issue were at a moderate level. According to Çoruk (2007), school principals think that they make efforts to improve themselves in the professional dimension. In the research, the majority of the school principals stated that they attend courses, seminars, etc. related to their professions as much as they have the opportunity, apart from those organized by the central and provincial organizations of MEB.

The mean scores on the personal growth initiative and teacher problem-solving abilities evaluations were found to be a high level. It is inevitable that difficulties will arise in an environment populated by individuals. What is important is the extent to which solutions are produced to these problems and how competent teachers and educators are in this regard. Since unresolved problems will create new problems, it is very important for teachers to give importance to their personal development and to solve problems on the spot.

In terms of the variable of receiving personal development training, it was determined that participants who received personal development training performed significantly better on both scales (personal growth adaptation scores and problem solving skill acquisition competence scores) than those who did not receive personal development training. The human being is a constantly changing being. When this development does not continue, it starts to pause and leads to regression. Teachers who aim for self-improvement have become more open to innovation and progress by learning new skills in their industry. This situation reflects the teacher's self-esteem and pride in his or her vocation. Problem solving is a natural outcome for a creative educator who is open to development.

In terms of the variable of choosing a profession willingly, it was determined that participants who chosen their profession willingly scored much higher on the personal growth adaptation scale than those who did not. Unfortunately, this is one of the most serious issues facing our country. Considering the population and employment sectors in our country, individuals are often compelled to choose career paths based on job availability rather than personal interest or passion. This situation has negative consequences, as mandatory employment in any field be it education, healthcare, or the economy can lead to unhappiness, inefficiency, and failure.

Regarding the participants' suitability for the teaching profession, it was found that those who affirmed their suitability had significantly higher personal growth adaptation scores compared to those who did not. People's temperamental characteristics vary significantly. The distinctive structures of individuals also affect their compatibility with different professions. In the field of education, where the primary material is human, it is certain that teachers who see themselves as educators, have good human relations, high human values, and excellent communication skills will elevate children and young people, who are the guarantors of our future, to much better positions both in terms of education and academics.

In terms of branch variable, it was determined that the scores of the scale of teacher problem solving skill competence were significantly lower for teachers whose branch was foreign language courses than for teachers of other branches. In a similar study, Pehlivan and Konukman (2004) concluded that although the difference between the groups in terms of problem solving skills in general was not found to be statistically significant, the results obtained over the total score were at a lower level against physical education teachers. According to the findings of Arslan's (2022) study, teachers' problem solving skill levels were found to be high. There are studies (Özgenel & Bozkurt, 2020), which overlap with these findings in the literature. According to Bağçeci and Kinay (2013), no significant difference was found between the problem solving skills of the teachers participating in the study according to the branch. Demirtaş and Dönmez (2008), in their study on high school teachers, found no significant difference between teachers' perceptions of problem solving skills according to branch. Pehlivan and Konukman (2004) found that the difference between the perception levels of problem solving skills according to branch was not significant. In contrast, Genç and Kalafat (2007) discovered no significant difference in pre-service teachers' problem-solving skills based on the department they studied (Classroom Teaching, Turkish Language Teaching, Science Teaching, and English Language Teaching). These studies demonstrate that branch is not always an effective variable in predicting problem-solving abilities.

As a result of the path analysis performed using the Maximum Likelihood method, the chi-square value of the model was found significant ($p < .05$). It was determined that the model fit values ($\chi^2/df=2.83$, CFI=.91, TLI=.90, RMSEA=.71 and SRMR=.43) were estimated as good fit and within acceptable limits. Erkorkmaz et al. (2013), confirmatory factor analysis and fit indices value ranges and the value expressions found in this study support each other.

When the standardized coefficients of path analysis were examined, it was seen that the sub-dimension of adopting the right approach of the Teacher Problem Solving Competence Scale predicted the sub-dimensions of readiness for change, playfulness, using resources and intentional behavior of the Personal Growth Adaptation Scale at a significant level ($p < .05$). It was determined that the sub-dimension of applying the relevant method significantly predicted the sub-dimensions of playfulness and using resources ($p < .05$).

The standardized regression loadings of the dimensions of readiness for change, playfulness, using resources and intentional behavior on the dimension of adopting the right approach were estimated as .44, .31, .42 and .32, respectively; and the standardized regression

loadings of the sub-dimensions of playfulness and using resources on the sub-dimension of applying the relevant method were estimated as .21 and .21, respectively. The direct correlation coefficients between the variables showed a positive and moderate relationship between adopting the right approach and readiness for change, playfulness, using resources and intentional behavior, and a low and positive relationship between implementing the relevant method and the dimensions of playfulness and using resources. It is seen that the participants are ready for change, have a plan, use the relevant methods and resources and put on a show in the meeting.

Recommendation

The following suggestions are listed in line with the research findings;

Life, in its entirety, is a constantly changing, developing, and continuous phenomenon. This change and development are evident in every field, including education and physical education. In this sense, it is essential for teachers to thoroughly train and develop themselves in both their fields and in personal development and problem-solving.

Teachers' personal development goals should generally include developing professional abilities, enhancing teaching methods, and increasing student accomplishment. Goals should often include steps to be completed within a particular time limit.

Seminars, conferences, certification and in-service training programs should be organized annually in areas related to personal development, problem solving and education. These activities contribute significantly to the professional development of teachers by increasing their knowledge.

Personal development and problem-solving concerns should be addressed in undergraduate programs.

The scope of this study can be broadened by conducting comparable investigations in other provinces.

In addition to teachers, school officials should receive greater training in personal development and problem solving. Because mistakes in communication and unresolved issues caused by the school administration go first to the instructor, then to students, and finally to the entire school.

Teachers' awareness of personal development depends on their capacity to see their own capacities and prospects as persons. This understanding is frequently influenced by instructors' beliefs in lifelong learning and self-development. All positive initiatives will help teachers improve their problem-solving skills.

Limitations

This study has some limitations. The research is based solely on the evaluations of teachers working in schools affiliated with the Directorate of National Education in Kahramanmaraş. The study excluded teachers who did not belong to this group. To demonstrate the objectivity of the findings, the research methodologies were appropriately selected, and a large enough sample of participants was drawn from. The utilization of contemporary and modern literature sources on the topic received particular emphasis during the study.

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