Turkish Online Journal of Educational Technology

Special Issue for INTE 2015
September, 2015

Prof. Dr. Aytekin isman
Editor-in-Chief

Prof. Dr. Jerry WILLIS - ST John Fisher University in Rochester, USA
Prof. Dr. J. Ana Donaldson - AECT President
Editors

Assist.Prof.Dr. Fahme DABAJ - Eastern Mediterranean University, TRNC
Associate Editor

Assoc.Prof.Dr. Eric Zhi - Feng Liu - National Central University, Taiwan
Assistant Editor
Editorial Board

Editors
Prof. Dr. Aytekin İşman - Sakarya University, Turkey
Prof. Dr. Jerry Willis - ST John Fisher University in Rochester, USA
Prof. Dr. J. Ana Donaldson – AECT, Past President

Associate Editor
Assist.Prof.Dr. Fahme Dabaja - Eastern Mediterranean University, TRNC

Assistant Editor
Assoc.Prof.Dr. Eric Zhi - Feng Liu - National Central University, Taiwan

Editorial Board
Prof.Dr. Ahmet Zeki Saka - Karadeniz Technical University, Turkey
Prof.Dr. Akif Ergin - Başkent University, Turkey
Prof.Dr. Ali Al Mazari - Alfaisal University, Kingdom of Saudi Arabia
Prof.Dr. Ali Ekrem Ozkul - Anadolu University, Turkey
Prof.Dr. Antoinette J. Muntjewerf - University of Amsterdam
Prof.Dr. Arif Altun - Hacettepe University, Turkey
Prof.Dr. Arvind Singhal - University of Texas, USA
Prof.Dr. Asaf Varol - Firat University, Turkey
Prof.Dr. Aytekin İşman - Sakarya University, Turkey
Prof.Dr. Brent G. Wilson - University of Colorado at Denver, USA
Prof.Dr. Buket Akkoynunlu - Hacettepe University, Turkey
Prof.Dr. Cengiz Hakan Aydin - Anadolu University, Turkey
Prof.Dr. Chang-Shing Lee - National University of Taiwan, Taiwan
Prof.Dr. Charlotte N. (Lani) Gunawardena - University of New Mexico, USA
Prof.Dr. Chi - Jui Lien - National Taipei University of Education, Taiwan
Prof.Dr. Chih - Kai Chang - National University of Taiwan, Taiwan
Prof.Dr. Chin-Min Hsiung - National pingtung university, Taiwan
Prof.Dr. Colin Latchem - Open Learning Consultant, Australia
Prof.Dr. Colleen Sexton - Governor State University, USA
Prof.Dr. Demetrios G. Sampson - University of Piraeus, Greece
Prof.Dr. Dimitar G. Velev - University of National and World Economy, Bulgaria
Prof.Dr. Don M. Flourney - Ohio University, USA
Prof.Dr. Dongseok Kim - Hanyang University, South Korea
Prof.Dr. Enver Tahir Riza - Dokuz Eylul University, Turkey
Prof.Dr. Eralp Altun - Ege University, Turkey
Prof.Dr. Feng-chiao Chung - National pingtung university, Taiwan
Prof.Dr. Ferhan Odabaş - Anadolu University, Turkey
Prof.Dr. Finland Cheng - National pingtung university, Taiwan
Prof.Dr. Fong Soon Fook - Universiti Sains Malaysia, Malaysia
Prof.Dr. Francine Shuchat Shaw - New York University, USA
Prof.Dr. Gianni Viardo Vercelli - University of Genova, Italy
Prof.Dr. Gwo - Dong Chen - National Central University Chung - Li, Taiwan
Prof.Dr. Hafize Keser - Ankara University, Turkey
Prof.Dr. Halil Ibrahim Yalin - Gazi University, Turkey
Prof.Dr. Heli Ruokamo - University of Lapland, Finland
Prof.Dr. Henry H.H. Chen - National pingtung university, Taiwan
Prof.Dr. Ing. Giovanni Adorni - University of Genova, Italy
Prof.Dr. J. Ana Donaldson – AECT President
Prof.Dr. J. Michael Spector - University of North Texas, USA
Prof.Dr. Jerry Willis - ST John Fisher University in Rochester, USA
Prof.Dr. Jie-Chi Yang - National central university, Taiwan
Prof.Dr. Kinshuk - Athabasca University, Canada
Prof.Dr. Kiyoshi Nakabayashi - Chiba Institute of Technology, Japan
Prof.Dr. Kumiko Aoki - The Open University of Japan, Japan

Copyright © The Turkish Online Journal of Educational Technology
Assoc.Prof.Dr. Ching Hui Alice Chen - Ming Chuan University, Taiwan
Assoc.Prof.Dr. Chiuang - sui Chang - Tamkang University, Taiwan
Assoc.Prof.Dr. Danguole Rutkauskiene - Kauno Technology University, Lithuania
Assoc.Prof.Dr. David Taiwei Ku - Tamkang University, Taiwan
Assoc.Prof.Dr. Eric Meng - National pingtung university, Taiwan
Assoc.Prof.Dr. Eric Zhi Feng Liu - National central university, Taiwan
Assoc.Prof.Dr. Erkan Tekinarslan - Bolu Abant Izzet Baysal University, Turkey
Assoc.Prof.Dr. Ezedu Aririwa - London Metropolitan University, U.K.
Assoc.Prof.Dr. Fahad N. AlFahad - King Saud University
Assoc.Prof.Dr. Fahrinie Altinay - Near East University, TRNC
Assoc.Prof.Dr. Gurnam Kaur Sidhu - Universiti Teknologi MARA, Malaysia
Assoc.Prof.Dr. Hao - Chiang Lin - National University of Tainan, Taiwan
Assoc.Prof.Dr. Hasan Çalışkan - Anadolu University, Turkey
Assoc.Prof.Dr. Hasan KARAL - Karadeniz Technical University, Turkey
Assoc.Prof.Dr. Hsin - Chih Lin - National University of Tainan, Taiwan
Assoc.Prof.Dr. Huey - Ching Jih - National Hsinchu University of Education, Taiwan
Assoc.Prof.Dr. Huichen Zhao - School of Education, Henan University, China
Assoc.Prof.Dr. Huseyn Yaratan - Eastern Mediterranean University, TRNC
Assoc.Prof.Dr. I - Wen Huang - National University of Tainan, Taiwan
Assoc.Prof.Dr. I Tsun Chiang - National Changhua University of Education, Taiwan
Assoc.Prof.Dr. Ian Sanders - University of the Witwatersrand, Johannesburg
Assoc.Prof.Dr. Ismail Ipek - Fatih University, Turkey
Assoc.Prof.Dr. Işıklar Kabakteş - Anadolu University, Turkey
Assoc.Prof.Dr. Jie - Chi Yang - National Central University, Taiwan
Assoc.Prof.Dr. John I-Tsung Chiang - National Changhua University of Education, Taiwan
Assoc.Prof.Dr. Ju - Ling Shih - National University of Tainan, Taiwan
Assoc.Prof.Dr. Koong Lin - National University of Tainan, Taiwan
Assoc.Prof.Dr. Kuo - Chang Ting - Ming - HSIN University of Science and Technology, Taiwan
Assoc.Prof.Dr. Kuo - Liang Ou - National Hsinchu University of Education, Taiwan
Assoc.Prof.Dr. Larysa M. Mysyt - Gogol State University, Ukraine
Assoc.Prof.Dr. Li - An Ho - Tamkang University, Taiwan
Assoc.Prof.Dr. Li Yawen - China Open University, China
Assoc.Prof.Dr. Manoj Kumar Saxena - Central University of Himachal Pradesh, Dharamshala, Kangra, India
Assoc.Prof.Dr. Mike Joy - University of Warwick, UK
Assoc.Prof.Dr. Ming-Chung Jeng - National pingtung university, Taiwan
Assoc.Prof.Dr. Murat Ateiz - Anadolu University, Turkey
Assoc.Prof.Dr. Nergiz Serin - Cyprus International University, TRNC
Assoc.Prof.Dr. Norazah Mohd Suki - Universiti Malaysia Sabah, Malaysia
Assoc.Prof.Dr. Norahmala Abd Rahim - Universiti Putra Malaysia, Malaysia
Assoc.Prof.Dr. Oğuz Serin - Cyprus International University, TRNC
Assoc.Prof.Dr. Ping - Kuen Chen - National Defense University, Taiwan
Assoc.Prof.Dr. Popat S. Tambade - Prof. Ramkrishna More College, India
Assoc.Prof.Dr. Prakash Khanale - Dnyanopasak College, INDIA
Assoc.Prof.Dr. Pramela Krish - Universiti Kebangsaan Malaysia, Malaysia
Assoc.Prof.Dr. Tzu - Hua Wang - National Hsinchu University of Education, Taiwan
Assoc.Prof.Dr. Vincent Ru-Chu Shih - National Pingtung University of Science and Technology, Taiwan
Assoc.Prof.Dr. Wu - Yuin Hwang - National Central University, Taiwan
Assoc.Prof.Dr. Ya-Ling Wu - National pingtung university, Taiwan
Assoc.Prof.Dr. Yahya O Mohamed Elhadj - AL. Imam Muhammad Ibn Saud University, Saudi Arabia
Assoc.Prof.Dr. Yavuz Akbulut - Anadolu University
Assoc.Prof.Dr. Zehra Altunay - Near East University, TRNC
Assoc.Prof.Dr. Zhi - Feng Liu - National Central University, Taiwan

Assist.Prof.Dr. Aaron L. Davenport - Grand View College, USA
Assist.Prof.Dr. Andreja Istenic Staric - University of Primorska, Slovenia
Assist.Prof.Dr. Anita G. Welch - North Dakota State University, USA
Assist.Prof.Dr. Betul Ozkan - University of Arizona, USA
Assist.Prof.Dr. Burçin Kisa Işık - Gaziantep University, Turkey
Assist.Prof.Dr. Chiu - Pin Lin - National Hsinchu University of Education, Taiwan
Assist.Prof.Dr. Chun - Ping Wu - Tamkang University, Taiwan

Copyright © The Turkish Online Journal of Educational Technology
# Table Of Contents

A Comparative Study Of Chinese Traditional Drama And Shakespeare's Works
Yansheng ZHANG, Ki-young HONG

A Computer Game Implementation: Individually Or In A Group
Serkan SAY, Erre UÇAK, Çigdem Aker KARADEMİR, Yusuf ÇEKBAŞ

A Content Analysis Study About Stem Education
Sevda Gökçe YILDIRIZ, Ahmet Yıldız ÖZDEMİR

A Model Suggestion Based On Prospective Teachers’ Opinions On Teacher Training Systems
Berrin BURGAZ, Hikay BÜYÜKGÖZÜ

A Practical Model For Information Security Awareness Training: Secure Information Project
Fahri APAYDİN

A Review Study On The Evaluation Of Preschool Education’s Reflections On School Maturity
Ahmet EROL, Mustafa EROL

A Studio Experience On Parametric Modelling Approaches
A.Bilgehan YİRCAN, A.Emre DINÇER, Ibrahim BEKTAŞ

A Visual Content Based Mobile Software For Vocabulary Learning In Secondary Education
Nezam TAYBAŞ, Husarim ESKİ, Gönca ESKİ

An Experiment On The Use Of Voronoi Diagram In Architecture: Howl’s Moving Castle
Aysun ATDİN, Elif AKTAŞ

Architecture And Literature: Using Literature And Novelist/Writer As A Concept For Design In The Architectural Design Process
Aysun ATDİN, Bahar KÇÇUK

Assessing Item Validity And Reliability Of Shariah Compliant Gold Investment (Scgi) Instrument Using Rasch Measurement Model
Najah Alin LATEH, Ghafran Mubammad DIN, Siti Noorhiah REJAB, Amal Hairi ISHAK

Basic Preparation For Practical Training In Preaching To The Non-Muslims Among Students Of The Department Of Dakwah And Leadership Studies, Faculty Of Islamic Studies, Ukm
A. Wadiyyah ISMAIL, Siti Rasyaiah TIBEK, Fauza Md. SHAM, Abdul Ghafar DON, Muhammad Faisal ASHAARI

Body Image And Self-Esteem Through The School Curriculum
Jana VERNARCOVA

Brand Building Of A University As An Integral Part Of The Educational Process
Olga JURASKOVA, Martina JURÍKOVA, Josef KOCOUREK

Can An Exergames Training Program Improve The Jump For Height Skill In Childhood?
Francesco SGRO’, Maria LIPOMA

Cognitive Maps Of Individuals With Blindness For Familiar Spaces: Construction Through Tactile Maps And Direct Experience
Konstantinos PAPADOPOULOS, Maria Elena BAROUTI

Concept Teaching To Mentally Retarded Students Through Mobile Devices
Metin ÇENGEL

Concordance In Phrasing Between Music And Rhythmic Gymnastics Routine As Perceived By Dancers
Fong Chiat LOO, Fong Ting LOO

Copyright © The Turkish Online Journal of Educational Technology
Contributions Of Village Institutes To Social Structure As An Enculturation Instrument
Gülsen ERDAL
135

Creating Three-Dimensional Parametric Architecture Popup Books For Architecture Education
Zafer SAGİDİC, Ali DEĞIRMENCI
140

Critical Thinking Development In Course Of Teaching Russian In Kazakhstan
Leila MIROZHOVA, Damina SHAIBAKOVA, Sultanat MEJRAMOVA
143

Deaf Children With Additional Disabilities: Description And Research
Zerrin TURAN
148

Design Method Of Integrated Circuits In Education
Tomas KNOT, Karel VLCEK
152

Determination Of The Knowledge Levels Of Students Studying At The Health Related Departments About Renewable Energy Resources And Protection Of The Environment
Sevil ÖZCAN
158

Determining The Cognitive Structure Of Students In Faculty Of Education Regarding The Concept "Academician"
Mustafa KAHYAĞLU, M.Fatih KAYA
167

Development Of Communication Skills Of Pre-School Pupils With Speech Disabilities
Viktor GAITAL, Michal ČEREŠNÍK
176

Digital Games As A Tool For Inclusive Education: A Case Of Study Report
Adriana G. ALVES, Karla D. P. CATHCART, Ana E. F. SCHMIDT
182

Digital Language Learning Platforms From The Perspectives Of Preparatory Class Teachers And Students
Asman CinCIOĞLU
190

Discovery Year Options And Students’ Preferences
Abby TAN, Maitah SHAHRILL
205

Distance Education Of Social Work: A Critical Analysis
Gizem ÇELİK
210

Ecologically Sustainable Development In The EU
Emese TOKARCIKÓVA
215

Educating Through The Body – Developing The Human Heart
Carlos ESCOBAR
223

Education Of Safety Behavior On Level Crossings From Society-Wide Perspective
Jaroslav MASEK, Eva NEDELIKOVA, Ivan NEDELIAK
233

Effectiveness Of Islamic Education On Indian Mualaf (Converts) In Selangor, Malaysia
JAWIAH Dakir, SITI RUGAYAH HJ. Tibeck, FARIZA Md Sham, Mohd Yusof Hj. OTHAMAN, Azumi ZAHARIN, Muhammad Hilmi JALIL, Shamsul Achar YAHYA, SITI MAHERAN Ismail @ Ibrahim, Muhammad Ilhwan ISMAIL
237

Effects Of Knowledge On Employment
Kenan OREN, Hasan YUKSEL
243

English Language Needs Of The Library Staff: A Study On University Libraries In Turkey
Mehmet Narettin ALABAY, Ayla BAYRAM
256

Enhancing Students’ Reading Comprehension Performance Through Think And Search Questions. A Study Of Selected Secondary Schools In Kaduna, Nigeria
Hanna YUSUF
263
Examination Of Helping Behavior Level Of Physical Education And Sports Teacher Candidates
Eihj KARAGUN

268

Expert Consensus On Dimensions Of Islamic Values In Quality Management Practice: Analysis Of Fuzzy Delphi Method
Amal Hayati ISHAK, Muhammad Rahimi OSMAN, Ghafarullahhuuddin DIN

273

Function Means Analysis For Ablution Concept Solution
Rusmadiah ANWA, Shahriman ZAINAL ABIDIN, Oskar HAS DINOR HASSAN

280

Gender Differentiation In Czech Primary Schools
Jitka PETROVA, Stefan CHUDY, Pavel NEUMEISTER

288

Higher Professional Education Funding Systems In Selected European Countries And In The Czech Republic
Martina KUNCOVA, Petr MULAC

293

How Sighted And Blind Students Perceive Relational Similarity Between Font-Size And Loudness In Text-To-Speech
Philippos KATSOU LIS, Georgios KOURPUPETOGLOU

301

Ideas Of Electronic Democracy In European Higher Education Area
Ivančka KOLOMAN, Tomlajn JURAJ

308

Implementation Of Some Medical Data In Apriori Algorithm
Fawad SADIQMALI, Nihat YURTAY, Nihat Zuhal BACINOGLU

312

Inclusive Approach As A Field For Integrating Foreign Pupil Into Education At Primary School
Dominika Provízková STOLINSKA, Pavlína ČASTKOVA

320

Inferring Program Delivery Needs Through Student Evaluation Of Faculty-In-Charge: Quality Assurance Of A Program Delivered On Open And Distance Learning In The University Of The Philippines
Imelda Braganza-VALERA

326

Inquiry Based Science Education Application In Organic Chemistry
Monika PETRILAKOVA, Hana ČTRNACTOVA

334

Investigation Of The Factors That Affect The Success And Satisfaction Of The Students In Distance Education: Sample Of Sakarya University
Metin ÇENGEL, Orhan KOCAMAN

338

Investigation Of The Relationship Between Critical Thinking Disposition And Study Approaches Of Teacher Candidates
Gülşah Bataş KARADUMAN, Zeliha Özsoy-GÜNES, Fatma Gülay KIRBASLAR

348

Language Acts
Daniela DE LEO

359

Learning Of A Short Form Of Autogenic Training And Its Influence On Psychic And Somatic Feelings And On Coping With Stress In Depressive Inpatients
Helene LYTWN

370

Linking Programs Eureka And Erasmus+ In Internationalization Of Education
Jana PARIKOVA, Jaroslav VESELY, Michael NOVAK

378

Looking For A Specific Measure For Assessing Sources Of Stress Among Teachers: A Proposal For An Italian Context
Gloria GUIDETTI, Sara VIOTTI, Rosa BADAGLICCA, Daniela CONVERSO

386

Copyright © The Turkish Online Journal of Educational Technology
Examination Of Helping Behavior Level Of Physical Education And Sports Teacher Candidates

Elif Karagün
Kocaeli Üniversitesi
elif.karagun@gmail.com

ABSTRACT
In this study, which aimed to determine the helping behavior level of Physical Education and Sports teacher candidates, the Helping Orientation Scale was administered on a total of 120 last year student teachers studying in Physical Education and Sports Teaching Department of Kocaeli University. In conclusion, helping behavior of the teacher candidates was not found significant in terms of the variables of age, gender, economic status, year of doing sports, participation in a leisure activity, exposure to violence, type of violence exposure, whereas a significant difference was found in terms of those doing sports for 6-10 years and 16 years over.

Key words: Teacher candidate, helping behavior, physical education and sports teacher.

INTRODUCTION
The term of “prosocial behavior”, which is the opposite of antisocial behavior, is stated to be used to refer to helping behavior. It is defined as voluntary behaviors of individuals to reach organizational goals in particular without enforcement. “Prosocial behavior”, which is stated to have two sub-dimensions including cooperation and altruism, is also defined as a kind of voluntary behavior which aims to help others such as sharing, helping, supporting and providing care through protection (Brief & Motowildo, 1986; Duru 2002; Eisenberg, Holmgren & Fabes 1998).

It is explained that one dimension of helping behavior is cooperation-oriented and the other dimension contains altruistic behaviors including individuals’ thinking about others automatically. The first dimension; cooperation is stated to provide attainment of common objectives, whereas altruism includes voluntary assistance to others without expectation of any benefits or rewards (Bora, 2015; Duru, 2002; Podsakoff et al., 2000).

It is said that there are four subcategories of helping behavior. One of them is Altruism, even though altruistic people help others continuously, they require comparatively less help. Furthermore, Exchanging-behavior is characterized by high levels of requiring and providing help. Thirdly, Self-contained persons provide low levels of help but at the same time also seeking low levels of help. Finally, Selfish people are marked by low willingness to help; however, those people seek high levels of help from others for themselves (Romer, Gruder, & Lizardo, 1986).

When the studies on helping behavior were examined, it was seen that there were very few studies in educational environments, studies were mostly carried out in the field of business and the issue took place as organizational citizenship behavior in this field. It was stated that the concept of “organizational citizenship behavior”, which was reported to be business and management oriented, first took place in business management literature in 1983 and the dimension of altruism referred to helping colleagues voluntarily in terms of school in educational environments, (İşbaş, 2000; Sezgin, 2005).

Organizational citizenship behavior is defined as employees’ performance of voluntary effort and extra role behavior out of job description in work environment (Organ, 1988; Schnake & Dumler, 2003). It was also mentioned to be associated with voluntary behaviors intended to make a social and psychological contribution to an organization or institution, to help co-workers and colleagues, to use the working time effectively and to achieve a goal (Kaskel, 2000; Lievens & Anseel, 2004; Sezgin 2005). It was also stated to include voluntary behaviors such as provision of prior notification of absence from work and over participation in work such as helping a work friend who had not come to work or a co-worker who had just started work to socialize even if there was no official enforcement, supporting the management in overcoming difficulties, suggesting new ideas and taking a leave for less than deserved (Kelloway et al., 2002). It was determined that in Turkey, the studies on organizational citizenship behavior were generally conducted in the field of business and management and the studies examining it in terms of school in the dimension of education were limited (Oğuz, 2011; Öltüm, 2004; Sezgin, 2005).
Considering all these explanations, it was wondered what the level of helping behavior was especially in Physical Education and Sports teachers, who would work in a branch considered more social, in terms of the teachers taken as the role models by the individuals constituting the society no matter what the field was. Based on this main question, the answer to the question what the helping behavior of Physical Education and Sports teacher candidates, who provided an important support in the socialization of students and development of the feelings of cooperation and sharing in school environments and had an important role in teaching sports, was like was searched for and the level of their helping behavior was tried to be assessed in this respect. In line with this purpose, helping feelings of the Physical Education and Sports teacher candidates studying at the School of Physical Education and Sports of Kocaeli University were determined and it was examined whether these feelings differed by the variables of age, gender, status of amateur or professional sports performance, exposure to violence, type of violence exposure and existence of any leisure time activities.

METHOD

Research group: The Helping Orientation Scale and a 9-question information survey were applied to a total of 102 teacher candidates attending the final grade at the Physical Education and Sports Teaching Department of Kocaeli University in the academic year of 2013-2014 to determine the socio-demographic attributes.

Data Collection Tools: The Helping Orientation Scale, the adaptation study of which was carried out by Duru (2002), was structured to measure the helping reactions which individuals could give depending on the four different types of personality including altruistic, exchanging, self-contained and selfish in 23 real life situations in a way that each question would reflect the reaction of a personality type. In the studies on the reliability of the scale, test-retest reliability was found as r(84)=.75, p<.01 (Duru, 2002).

Data Collection: In order to collect the data, the scale was applied to a total of 102 students studying at the Department of Physical Education and Sports Teaching at the School of Physical Education and Sports at Kocaeli University based on voluntariness.

Data Analysis

The data obtained from the study was analyzed statistically and its significance was tested at the level of 0.05. During the statistical analysis, Mean and standard deviation values were used to determine the scores obtained from the The Helping Orientation Scale. According to the test of normality, it was determined that the data showed normal distribution, and independent group t test was used for the two-set comparisons or one way analysis of variance (one way-ANova) was used for three or more-set comparisons.

FINDINGS

The helping behavior of Physical Education teacher candidates was determined not to show a statistically significant difference in terms of gender, whether they had hobbies or not and whether they were exposed to violence or not [Table 1].

<table>
<thead>
<tr>
<th>Table 1: Examination of the sub-scales of Helping Behavior of Teacher Candidates according to gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Leisure</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Exposure to Violence</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>
No significant result was found in the factor analyses performed according to the age, the income level, the sports performance status of the Physical Education and Sports teacher candidates, the environment where they were exposed to violence and the type of violence exposure, whereas the difference was found to be at the limit of significance in terms of exchange behavior according to sports performance year [Table 2].

Table.2 Factor Analysis Results of the sub-scales of Helping Behavior of Teacher Candidates (One Way ANOVA)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Altrusive mean±sd</th>
<th>P</th>
<th>Exchanging mean±sd</th>
<th>P</th>
<th>Self-contained mean±sd</th>
<th>P</th>
<th>Selfish mean±sd</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-20</td>
<td>11.0±e-</td>
<td>5.0±e-</td>
<td>00</td>
<td>.00</td>
<td>3.0±e-</td>
<td>.00</td>
<td></td>
<td>.00</td>
</tr>
<tr>
<td>21-23</td>
<td>8.5±3±5</td>
<td>.45±2.3</td>
<td>2.18±1.57</td>
<td>.290±1.52</td>
<td>1.2±1.59</td>
<td>.250±1.78</td>
<td>.295±1.78</td>
<td>.988±1.70</td>
</tr>
<tr>
<td>24-26</td>
<td>8.6±3.09</td>
<td>.263±1.85</td>
<td>1.62±1.59</td>
<td>.250±1.78</td>
<td>2.95±1.78</td>
<td>.988±1.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 and over</td>
<td>11.0±2.7</td>
<td>2.71±1.11</td>
<td>1.85±2.11</td>
<td>.271±1.70</td>
<td>3.36±2.37</td>
<td>.216±1.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000 tl and under</td>
<td>7.72±4.33</td>
<td>4.90±2.34</td>
<td>1.72±1.48</td>
<td>.336±2.37</td>
<td>2.75±1.69</td>
<td>.540±1.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1001-1500</td>
<td>8.3±3±07</td>
<td>.135±1.99</td>
<td>2.41±1.84</td>
<td>.266±1.49</td>
<td>2.52±1.83</td>
<td>.326±1.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1501-2000</td>
<td>10.19±3.41</td>
<td>3.76±2.16</td>
<td>1.66±1.39</td>
<td>.216±1.70</td>
<td>2.75±1.69</td>
<td>.540±1.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001 and over</td>
<td>8.5±8.297</td>
<td>4.5±2.06</td>
<td>1.61±1.51</td>
<td>.326±1.23</td>
<td>2.75±1.69</td>
<td>.540±1.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amateur</td>
<td>8.9±4.35</td>
<td>4.49±2.18</td>
<td>1.91±1.54</td>
<td>.275±1.69</td>
<td>2.75±1.69</td>
<td>.540±1.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>8.6±3.6</td>
<td>4.41±1.97</td>
<td>1.93±1.63</td>
<td>.311±1.55</td>
<td>2.75±1.69</td>
<td>.540±1.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>6.6±5.13</td>
<td>6.6±2.08</td>
<td>2.0±3.46</td>
<td>.266±1.15</td>
<td>2.66±1.15</td>
<td>.458±1.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports experience</td>
<td>8.8±0±2.4</td>
<td>4.5±1.76</td>
<td>1.6±1.04</td>
<td>.320±1.42</td>
<td>2.6±1.63</td>
<td>.458±1.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-10</td>
<td>8.7±3±3.5</td>
<td>.717±2.32</td>
<td>1.95±1.66</td>
<td>.675±1.42</td>
<td>2.6±1.63</td>
<td>.459±1.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td>9.6±3.2</td>
<td>4.6±1.83</td>
<td>1.8±1.81</td>
<td>.303±1.76</td>
<td>2.7±1.42</td>
<td>.458±1.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 years and over</td>
<td>-</td>
<td>2.9±1.81</td>
<td>2.4±1.86</td>
<td>.327±1.42</td>
<td>2.7±1.42</td>
<td>.458±1.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports</td>
<td>9.6±0±3.89</td>
<td>3.5±1.65</td>
<td>1.7±0±2.00</td>
<td>.330±1.82</td>
<td>3.3±1.82</td>
<td>.481±1.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-sports</td>
<td>10.2±4.43</td>
<td>.881±2.07</td>
<td>8.0±0±4.44</td>
<td>.380±2.48</td>
<td>3.8±2.48</td>
<td>.481±1.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both</td>
<td>8.0±-</td>
<td>8.0±-</td>
<td>100±-</td>
<td>1.0±-</td>
<td>2.50±1.51</td>
<td>4.50±0.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Violence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological</td>
<td>11.3±3.11</td>
<td>3.1±1.72</td>
<td>1.25±1.66</td>
<td>2.50±1.51</td>
<td>4.50±0.70</td>
<td>.212±1.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>8.0±0±0</td>
<td>.180±1.41</td>
<td>5.0±0±1±1.41</td>
<td>.500±7.07</td>
<td>.641±1.70</td>
<td>4.1±1.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both</td>
<td>8.0±0±0</td>
<td>4.14±1.26</td>
<td>1.71±1.7</td>
<td>4.1±1.42</td>
<td>4.1±1.42</td>
<td>4.1±1.42</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Tukey Test was applied to determine between which years this difference, found to be at the significance level according to sports performance year, was observed. As a result of this implementation, the difference between those who performed sports for 16 years and over and those who performed sports for 6-10 years was found significant against those with 16-year and over sports performance according to exchange behavior and at the significance limit in terms of those with 11-15-year sports performance [Table 3].

Table.3 Tukey Test Results of the sub-scales of Helping Behavior of Teacher Candidates (Exchange Behavior Performance Year According to Sports)

<table>
<thead>
<tr>
<th>According to 16 and over year</th>
<th>Averages the difference between</th>
<th>sd</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10 years</td>
<td>1.93535</td>
<td>.69405</td>
<td>.832</td>
</tr>
<tr>
<td>11-15 years</td>
<td>1.7806</td>
<td>.73069</td>
<td>.497</td>
</tr>
</tbody>
</table>

DISCUSSION AND CONCLUSION
Although the results were not found significant when the helping behaviors of Physical Education and Sports teacher candidates were examined according to gender in terms of personality types, the altruism, exchanging scores were found high in favor of female students and the self-containment and selfishness...
scores were found high in favor of male students. The fact that the difference between these scores was compatible with the social gender role learnings; especially females’ upbringing in a giving way and males’ upbringing in a self-contained way and male oriented service giving (Belansky & Boggiano, 1994; Dokmen, 1997), were thought to be effective in the selfishness scores being high in favor of females. Considering the limited number of studies performed, there are studies finding no significant difference according to gender in terms of total scores supporting our findings, research results supporting our findings were also encountered in the studies on organizational citizenship behaviors considered as helping behavior (Baş & Şentürk, 2011).

In the research, no significant results were found according to whether the teacher candidates had hobbies they dealt with in their leisure time. Nor was the helping behavior of the teacher candidates found significant according to their violence exposure status. Examining the literature studies, no studies evaluating violence exposure and helping behavior were encountered. The altruistic, in other words voluntary, behavior scores of those exposed to violence, especially psychological violence were determined to be high and the self-contained behavior scores to be low. When these results were interpreted with the literature information that those who are bullied and exposed to violence experience feelings of helplessness (Çalk et al. 2009), it was thought that besides the helplessness feelings occurred as a result of violence exposure, especially psychological violence, an approach to understand the needs of others was developed, and therefore events were approached less selfishly, however there occurred a decrease in the feelings related to self-confidence.

Considering the relationship between the helping behavior and the other variables in the study, no significant results were found in terms of the environment where violence was exposed, age, income level or whether the sports was performed professionally or not.

Considering the sports performance year, it was found out that altruistic, that is voluntariness, behavior scores of those doing sports for 11-15 years were the highest and the scores of both altruistic and exchange behavior of those in the 16-year and over group decreased; however, the scores of self-contained behavior increased. The decrease in the scores of exchange behaviors, the increase in the scores of self-contained behaviors and these results being found significant in the Tukey test analysis indicated that there occurred a decrease in the scores of caring for others and helping behavior towards them when the sports performance year reached 16. When interpreted with the fact that these results were found significant and the sub dimensions of colonialism, superiority and self-contained including states such as self-confidence, independence, self-contained, which are claimed to be some of the narcissistic characteristics of the athletes, (Gülmez 2009; Tazegül, 2013), it was thought that our findings need to be evaluated with more detailed studies together with the information about the success status of the people doing sports and whether they are athletes recognized by the society.

Consequently, it is important to plan detailed studies on the issue with the physical Education teacher candidates both as role models and as educators for the proliferation of voluntary behaviors and active citizenship characteristics in the society. It is suggested that it would be appropriate to prepare study programs and syllabuses which encourage voluntary behaviors especially by working with teacher candidates and to apply studies and course contents which develop helping and empathic approaches within the scope of Community Service Applications course.

References


