

## Self-evaluations of Physical Education Teachers

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**ABSTRACT** In this study, the relationship between self-respect, self-esteem and assertiveness levels of physical education teachers who work in private and state schools is compared in terms of gender and experience period. In total 404 physical education teachers, of which 249 are female and 155 are male, participated in the research voluntarily. There are 203 physical education teachers who work in private schools and 201 teachers who work in state schools. The average age of the participants is 36,23±11,86. The data is collected using the Self Efficacy Scale (SES), the Stanley Coopersmith Self Esteem Scale (SES) and the Rathus Assertiveness Schedule (RAS) with the teachers. For measuring the effect of independent variables on self-esteem and assertiveness levels, a one-way ANOVA is used for the groups more than two and a t-test is used for double groups, and as post-hoc test, the LSD analysis is conducted in the cases where a variance analysis is meaningful at a 0.05 confidence level ( $p<0.05$ ). According to research data, there is a significant difference between the levels of average self-esteem points of physical education teachers who work in private schools and those who work in state schools ( $p<0.05$ ). There is also a significant difference between the levels of average self-efficacy points of physical education teachers who work in private schools and those who work in state schools ( $p<0.05$ ). There is a significant difference between the levels of average self-esteem points of female physical education teachers and that of male physical education teachers ( $p<0.05$ ). In conclusion, self-esteem, self-efficacy and assertiveness are important for teachers in terms of gender and experience period.