PROFESSIONAL EXPERIENCE, TOLERANCE, EMPATHY AND READING INTERESTS AS VARIABLES PREDICTING COGNITIVE FLEXIBILITIES OF PHYSICAL EDUCATION TEACHERS

Assist. Prof. Dr. Zehra Certel
Akdeniz University, Faculty of Sport Sciences - TURKEY

Assoc. Prof. Dr. Ziya Bahadır
Erciyes University, School of Physical Education and Sport- TURKEY

Hatice Ece Kabaca
Akdeniz University, Faculty of Sport Sciences- TURKEY

Ali Sercan Seraki
Akdeniz University, Faculty of Sport Sciences- TURKEY

Abstract
The purpose of this study was to investigate the role of professional experience, tolerance, emphaty and reading interests in predicting cognitive flexibilities of physical education teachers. The participants of this study were 397 physical education teachers working at secondary and high schools in Antalya (n=200) and Kayseri (n=197) in 2017-18 school year. The data were collected by "Cognitive Flexibility Inventory", which was developed by Dennis & Vander Wal (2010) and adapted to Turkish by Sapmaz & Doğan (2013), "Tolerance Scale" developed by Demirci (2017), "Empathy Quotient", which was developed by Lawrence et al. (2004) and adapted to Turkish by Kaya & Çolakoğlu (2015), and "Reading Interests Scale (RIS)" developed by Dökmen (1994). In data analysis, Pearson correlation coefficient was applied to determine relationship between variables and, multiple regression analysis was applied to state the role of professional experience, tolerance, empathy and reading interests with regard to prediction of cognitive flexibility. The results indicate that professional experience, tolerance and empathy predict cognitive flexibility significantly while reading interests do not.

Keywords: Cognitive flexibility, tolerance, empathy, reading interest, professional experience.