



EVALUATION OF THE ATTITUDE OF CANDIDATE PRESCHOOL TEACHERS TOWARDS PHYSICAL EXERCISE SUBJECT

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ABSTRACT

The aim of the present study is to determine attitudes of university students attending preschool teaching department towards PE school subject and difference between these attitudes based on their individual characteristics. Study group is composed of 119 students (77 females, 42 males) attending at PE and Play Teaching lecture in 2014 – 2015 fall term at Ağrı İbrahim Çeçen University, Education Faculty, Preschool Teaching Department. A 25 – item Attitude Scale for PE (Öncü and Cihan, 2012) was used as a tool to collect data. The scale is in the type of 5 – point ranged Likert Scale. It was found according to the results of the study that relationship between attitudes of university students towards PE and their utilisation levels of sport facilities and performing sports activities are statistically significant while not significant when considered their gender and living areas. It was concluded in the study based on the related results that when university students use sport facilities and perform sportive exercises, their view of PE and sports is affected positively. It may be stated in the light of these results that university students should utilise sportive facilities and perform sportive activities more frequently.

Keywords: Candidate, Candidate preschool teachers, Physical education, Attitude, Sport, Sportive activity performance.

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1. INTRODUCTION

The concept of education has reached to date from the beginning of humankind by transferring what was learned to sustain life to generation next and undergoing many changes. Humans tried to understand not only natural environment they lived in but also man – made cultural environment in time. From such an origin, education turned out to be a must for humans to get harmonised with the natural and social environment they lived in. It is very important for children to develop positive relationships with their parents, get on well with their peers in order to ensure a healthy psychological life and academic success in the future.

PE is evaluated in today's modern education understanding to be a complementary part of education programs making contributions to growth and development of all students through physical activity experiences (Pangrazi, 2001; Darst and Pangrazi, 2009). In especially first – stage education, PE takes conceptually a certain place in programs as both a school subject and an educational activity by being given a certain education time (Pehlivan *et al.*, 2005). PE, as a part of general education, can contribute to complementary development of children through movement experiences. PE lessons to be implemented systematically can make great contributions to children in the ways of increasing movement ability; maintain their physical suitability, learning health care information, developing their skills related to activities in life and acquiring positive social skills (Pehlivan *et al.*, 2005). In

addition, it should not be ignored that PE is important to adopt sport as a life philosophy and get accustomed to performing sportive activities, achieve a success in national sport branches and bring up happy, peaceful, self – confident and responsible individuals having pleasure in life and social status (Dalkıran and Tuncel, 2007). PE is a physical, emotional, social, mental and desired advancement process of an individual who participates in physical activities conveniently with the aims of PE (Tamer and Pulur, 2001). Being complementary and inevitable part of general education, PE is vitally important for physical and movement skills development of children based on the entirety principle of organism, their nerve and muscle coordination, individual and social harmony (personality education; (Bucher and Koenig, 1983; Harmandar, 2004). PE is a system of activities teaching children to develop body and structure functions, help controlled and balanced development of joints and muscles, use economically the physical force spent for work and social activities after school age and so control organs and move them in a system. Preschool age is the term when a child achieves very significant advancements in cognitive, physical, literal, emotional and social aspects. Since this age is among the critical periods, education to be given to children at this age may leave permanent traces in their future life (Şahin, 2000). A special kind of attention should be given to the qualities of education children will get at this age when curiosity and searching activities are at the highest level.

PE activities take important place in preschool education. Humans need to move to sustain their life healthier and more quality (Temel and Avşar, 2009). Preschool Education process starting at the age of 3 is the first stage of systematic education and aims to prepare children for preliminary education in a free environment made ready through a program considering children’s developmental characteristics (Şahin, 1998). In the 3rd, 4th and 5th terms of preschool teaching program at BSc level, candidate preschool teachers get the lectures of Play Development in Child (2 hours of theoretical weekly), Folkloric Dances (2 hours of theoretical and practical weekly), Drama (2 hours of theoretical and practical weekly) and Physical Exercises and Play Teaching (2 hours of theoretical and practical weekly). PE and Sport Culture lecture taking place in the curriculum of Turkish Education Faculties has a content determined by Turkish Higher Education Council including the subjects such as lines of masses, marches, turns, orders, PE tools, devices and materials, free gymnastic exercises, sport injuries and hurts, first aids and athletics. Another lecture given to candidate teachers at Education Faculties in Turkey is PE and Play Teaching which contains the topics such as teaching methods in PE subject, classroom management, measurement and evaluation, lesson and work plan, educational and musical games, modern folk dances and play teaching (Arıcı, 2007).

Attitudes of candidate preschool teachers towards lectures they attended during their university education are expected to affect largely the behaviours and acquirements their students will have in the future. Studies conducted in the last years related to education reveal that an individual’s attitude towards the materials to be learned, the teacher and the topics she/he studies may affect school success (Ağgön and Yazıcı, 2010).

Attitude, started scientifically to be studied in 19th century, means “ready to move” according to its Latin origin (Özgüven, 1998; Ardaç, 2003) defined attitude to be the individual and emotional readiness or biased situation for a behaviour to accept or refuse a certain object, person, group, institution or thinking. Attitude is accepted to be a personal tendency to cause regular thoughts, behaviours and feelings related to a psychological object. An attitude may affect individual thoughts, feelings and behaviours by making them compatible with each other. These three factors embedded in attitudes harmoniously with each other are defined to be the components of attitudes or ABC model. Cognitive, emotional and behavioural components are completely present in strong attitudes. In some weaker attitudes, especially the behavioural component may be very weak. An individual should strike a positive attitude towards the aim she/he desires to reach, the activities she/he is obliged to perform to reach the aim, the result the activities will cause, in short, towards whole learning process and additionally her/his own personal characteristics. Negative attitude towards any given situation may form obstacles difficult to overcome for criticising the situation, using individual knowledge and skills to perform activities and readiness and motivation to learn since the person in question refuses the situation (Kağıtçıbaşı, 1985; Başaran, 1990; Feldman, 1993; İnceoğlu, 1993) suggests that everything in life is dependent on attitudes of an individuals. Attitude is a specific and

important study subject in that it has a power of creating a system easing a person's harmonisation with her/his environment as well as directing her/his behaviours to desired or non – desired things. It is known that attitudes are directing and driving forces behind behaviours. With the study of attitude dynamics, operational mechanism of attitudes can be determined and possibility of forecasting individuals' behaviours can be created, conditions of attitude change process can be defined and human behaviours can be taken under control by checking attitudes (İnceoğlu, 1993). From this point of view, the aim of present study is to determine whether attitudes of university students at preschool teaching department may show differences according to independent variables obtained from individual information by determining their attitudes towards PE.

2. METHOD

A descriptive method was used in the present study to define present situation.

2.1. Study Group

Study group is composed of 119 students (77 females, 42 males) attending at Ağrı İbrahim Çeçen University, Education Faculty, Preschool Teaching Department.

2.2. Data Collection Tools

Attitude Scale for PE was used as a tool to collect data in the scope of the study. Individual Information Form was developed by the researcher to collect information about the students participating in the study including the independent variables of gender, age, accommodation, weekly length of time they spend for sportive activities and their utilisation rate of university's sport facilities.

2.3. Scale Used in the Study

Attitude Scale for PE and Sport Subject developed by Öncü and Cihan (2012) to evaluate the attitudes towards PE and sport involved 25 items and was in 5- point Likert Scale type.

3. RESULTS

Table 1 represents the frequency distribution of demographic characteristics of the participant students and their sport habits. t- test was used to compare data obtained from Attitude Scale for PE and Sport Subject and the variables of gender and the utilisation rate of sportive facilities and the statistical results are given in Table 2 and 3. ANOVA variance analysis test was used to compare data obtained from Attitude Scale for PE and Sport Subject and the variables of accommodation and sport habits and statistical results are given in Table 4 and 5.

Table-1. Demographic characteristics of the participant students

	Variable	Number (N)	Percentage
Gender	Female	77	64.7
	Male	42	35.3
	Total	119	100.0
Accommodation	Flat	44	37.0
	Dormitory	45	37.8
	Private dormitory	30	25.2
Sport habits	Not performing	58	48.7
	1 to 8 hours	51	42.9
	9 hours and above	10	8.4
Utilisation of sportive facilities	Not utilising	90	75.6
	Utilising	29	24.4

Table-2. Mean, SD and t values of scale scores

Gender	N	X	SD	t	p
Female	Female	77	65.7922	.531	.126
Male	Male	42	64.4048	.496	

It can be seen from Table 2 that the difference between the scale scores of male and female is not statistically significant ($p:0.05$).

Table-3. Mean, SD and t values of scale scores

Utilisation of sportive facilities	N	X	SD	t	p
Not utilising	90	67.2778	13.42648	2.882	.005*
Utilising	29	59.1724	12.32903	3.011	

Table 3 shows a statistically significant difference between the utilisation rate of sportive facilities and scale scores ($p:0.05$).

Table-4. Mean and SD values of scale scores for different accommodation types

Accommodation	N	X	Ss	F	P
Flat	44	66.4318	15.22757	.881	.417
Dormitory	45	66.0889	11.89504		
Private dormitory	30	62.4667	13.41572		
Total	119	65.3025	13.57375		

It can be stated according to Table 4 that there is no statistically significant difference between accommodation types and scale scores ($p:0.05$).

Table-5. Mean and SD values of scale scores for sport habits

Sport habits	N	X	SD	F	P	Difference
Not performing	58	65.7759	11.39412	5.586	.005*	3-1.2
1 to 8 hours	51	67.3137	15.37464			
9 hours and above	10	52.3000	8.24688			
Total	119	65.3025	13.57375			

Table 5 reveals that there is a statistically significant difference between sport habits of participant students and mean scale scores ($p:0.05$).

4. DISCUSSION AND CONCLUSION

Relationship between attitude levels of 119 students (77 females, 42 males) attending at Ađrı İbrahim Çeçen University, Education Faculty, Preschool Teaching Department towards PE and different variables was evaluated and the results were commented in the study.

It was found in the study that differences between mean, SD and t values of scale scores given to participants are not statistically significant ($p:0.05$), however; female students had higher scale scores than males showing higher attitude level towards PE among females. Similar results are reported by also (Şişko and Demirhan, 2002) where no statistically significant differences were found in scale scores between male and female students.

Result of the present study is also supported by another study (Akandere *et al.*, 2010) where attitude level of female students is higher than that of male.

A statistically significant difference was found to be present between utilisation levels of sportive facilities and attitudes towards PE among participant students ($p:0.05$). Such a result may mean that students not using the

facilities develop higher attitudes towards PE than those using them. It was reported by Kangalgil *et al.* (2004); Güllü and Güçlü (2008) that sportive activity performing secondary and high school students developed higher attitudes towards PE than those not performing. Results of the mentioned studies are not in convenience with the present study. Reason for this different result may be caused by the higher movement need in adolescent age. Utilisation of preschool children from sport facilities may be enough for them to meet their movement need and other students not utilising facilities meet their need in PE class therefore their view about and attitude towards PE are different.

Attitudes of participant students towards PE did not show any statistically significant difference according to their accommodation types ($p:0.05$). However, attitudes towards PE are higher among the students staying in flat and dormitory than that of those staying in private dormitory. A statistically significant difference was found to be present between sport habits and attitudes towards PE ($p:0.05$). The difference between attitude scores of students not performing sportive activities and those performing for more than 9 hours a week was found to be statistically significant showing that students not performing sports developed higher attitudes towards PE. There is no statistically significant difference found to be present between students not performing sportive activities and performing for 1 to 8 hours a week. In addition to the results, it may be suggested that university students should utilise the facilities and make exercises more so that their attitudes can change positively towards PE and sports. Another suggestion of the study may be that PE and Play lecture should be given in also other terms.

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