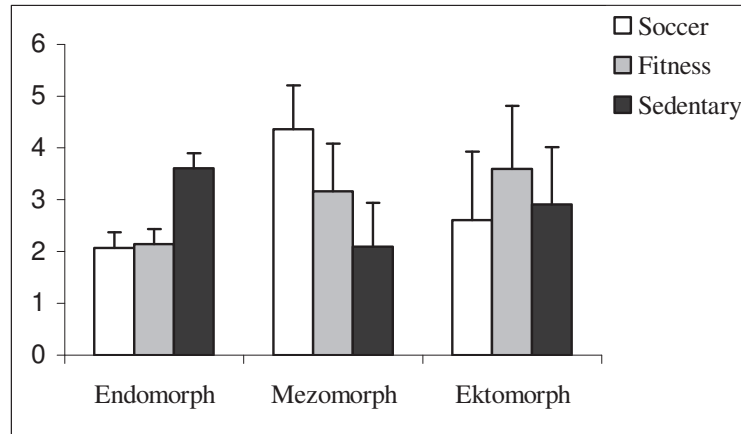


	sedentary	70	2,0939	,8444		
Ektomorphy	soccer	68	2,6031	1,3224	17,485	,000**
	fitness	80	3,5899	1,2262		
	sedentary	70	2,9091	1,1048		

*p<0,05

**p<0,01

Figure 1: Somatotype score of the sportsmen and sedentary individuals



VIEWS OF PHYSICAL EDUCATION TEACHERS IN PRIMARY AND SECONDARY SCHOOLS ON IN-SERVICE ACTIVITIES AND THEIR FREQUENCIES OF PARTICIPATION IN THESE ACTIVITIES

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Abstract

The purpose of this study is to determine the views of physical education teachers in primary and secondary schools in Ankara on in-service activities as well as their frequency of participation in these activities.

The voluntary participation of total 117 physical education teachers who work in 67 primary schools and 50 secondary schools in Ankara. The data were obtained via questionnaire method in the study. The views which are in the questionnaire were obtained from various sources with regards to the point and then they were made to be referred to specialists. The questionnaire is made up of five chapters and total 34 questions. Likert scale method was used for the questionnaire. Cronbach Alpha confidence coefficient was found α : .864 in the second chapter of the questionnaire while it was found α : .788 in the third part of the questionnaire.

Averages, standard deviations, frequencies and percentage distributions were notated in tables for the evaluation of the data obtained from the questionnaires. t test and one-Way Anova was made and found in $p < 0.05$ significance level in order to determine whether there were differences among the answers of these teachers to the questions about their age, gender and period of service. Tukey HSD test was used in order to determine from which the differences stem.

As a result of the study, teachers stated that they agreed with the questionnaires about in-service activities ($X=3,61$). The general conditions and the percentage of physical education teachers participating in in-service trainings such as courses and seminars were 3,83% whereas the peak participation was realized in "Computer and Internet Use" in the rate of 60,7%. On the other hand, the rate of not participating in this kind of trainings was 95,93%. The seminar which rendered most participation according to gender, age, educational background and period of service was "Computer and Internet Use".

In their suggestions about in-service training the physical education teachers have stated that they would like to get their in-service training in the form of "seminar" (48.7%), and the most appropriate time period for getting in-service training is "June – September" period (33.3%).

Key Words: In Service Training, Physical Education Teacher, Primary and Secondary School

Introduction

Teachers have necessities for in-service training so as to renew themselves, to acquire the

knowledge about their fields, to benefit from new technological instruments throughout the education process, to have a modern education understanding, to be capable of using modern methods and techniques

and to carry on a teaching process in which they could protect mental health of the students and pave the way for them to use their potentials at top levels (I. Yildirim, 2001).

Teachers, first of all should not settle for their knowledge and skills but renew themselves continuously in order to reflect the innovations on educational institutions. The necessity that the innovations in teaching method and techniques, arising as a result of the studies made on teaching and learning process so as to provide more efficient learning and to ensure the stability of knowledge should be employed is one of the major factors making in in-service training compulsory (R.R. Parker, 1997).

The aims of in-service training are to accommodate the teachers coming from pre-service training into the system, to understand the goals of national education, school and lessons and to have a common opinion in practice, to provide what is inadequate in pre-service training, to furnish them with the information, skills and attitudes required by the educational innovations and to enable brilliant and competent personnel make an advance and their progress in their careers (B. Mehmet, 2004).

Research Methods and Procedure

Subjects

The voluntary participation of total 117 physical education teachers who work in 67 primary and 50 secondary schools in Ankara in 2006-2007 academic year makes up the study group. The data were obtained via questionnaire method in the study.

Results

Table 1. Personal Features of the Respondent Physical Education Teachers

AGE	N	F	%
	Ages of 20-29	19	
Ages of 30-39	68		58,1
Ages of 40-49	18		15,4
Ages of 50 and more	12		10,3
TOTAL	117	100	100
SERVICE PERIOD	N	F	%
	0-5 years	17	
6-10 years	29		24,8
11-15 years	28		23,9
16 years or more	43		36,8
TOTAL	117	100	100
GENDER	FEMALE	55	47
	MALE	62	53
TOTAL	117	100	100
ACADEMIC BACKGROUND	Bachelor's Degree (BA)	76	65
	Master's Degree (MA)	41	35
TOTAL	117	100	100

It has been determined in the study that 47% of the teachers are women while 53% are men, and 65% of them have Bachelor's Degree while 35% of them have Master's Degree (Table 1). The general conditions and the percentage of physical education teachers participating in in-service trainings such as courses and seminars were 3,83% whereas

The views which are in the questionnaire were obtained from various sources with regards to the point and then they were made to be referred to specialist. The questionnaire is made up of five chapters and total 34 questions. Likert Scale method was used for the questionnaire. Levels of the scale are 1:Strongly disagree, 2:Disagree, 3:Neither disagree nor agree, 4:Agree, 5: Strongly agree. Cronbach Alpha confidence coefficient was found α :.864 in the second part of the questionnaire, while it was found α :.788 in the third part of the questionnaire.

Statistical Analysis

Averages, standard deviations, frequencies and percentage distributions were notated in tables for the evaluation of the data obtained from the questionnaires. "t test" was used in order to determine whether there were differences among answers of teachers to the questions about their age and gender whilst Single way Variance Analysis was made and found in $p < 0.05$ significance level in order to determine whether there were differences among the answers of these teachers to the questions about their age and period of in-service training. Tukey HDS test was used in order to determine from which the differences.

the peak participation was realized in "Computer and Internet Use" in the rate of 60,7%. On the other hand, the rate of not participating in this kind of trainings was 95,93%. The seminar which rendered most participation according to gender, age, educational background and period of service was "Computer and Internet Use".

Table 2. Suggestions of Physical Education Teachers about In-Service Training

NO	3. SURVEY QUESTIONS	N	X	SS	(PERCENTAGE) AND (N) DISTRIBUTIONS			
					1*	2*	3*	4*
1	Through which way would you like to get the in-service training you are in need of?	117	2,40	0,83	% 11,1 13	%48,7 57	% 29,1 34	% 11,1 13

1- Course 2- Seminar 3- Professional Conference 4- Internet

2	Can you write the most appropriate time periods for physical education teachers for the in-service training activities to be held in?	N	X	SS	(PERCENTAGE) AND (N) DISTRIBUTIONS				
					1*	2*	3*	4*	5*
		117	2,95	1,08	% 10,3 12	% 23,9 28	% 33,3 39	%25,6 30	% 6,8 8

1*Weekend in Education Period 2*Weekday in Education Period 3*Seminar Period in June-September
4*Summer holiday 5*Half term holiday

In their suggestions about in-service training the physical education teachers have stated that they would like to get their in-service training in the form of “seminar” (48.7%), and the most appropriate time period for getting in-service training is “June – September” period (33.3%). (Table 2)

A statistically meaningful difference has been found as the result of the t-test, made in order to compare the answers that physical education teachers gave about

the in-service training activities, according to their genders. According to these results, the average of the answers given by the female physical education teachers about the in-service activities is higher than the average of the answers of the male physical education teachers. Female physical education teachers have stated that they agree with the views abovementioned more than male teachers.

Table 3. T-Test Results Of the Physical Education Teachers About In-Service Training According to Their Academic Backgrounds

Questions	Academic Background	N	X	Ss	T	Sd	P
5- Some kind of knowledge and skills can only be achieved through the in-service training to be received.	BA	76	3,36	0,97	-1,22	115	0,011*
	MA	41	3,58	0,77			
6- In-service training activities increase the efficiency of physical education teachers in teaching-learning process.	BA	76	3,81	0,84	-0,09	115	0,009*
	MA	41	3,82	0,54			
7- In-service training activities contribute to the personal development of physical education teachers.	BA	76	3,61	0,90	-3,13	115	0,000**
	MA	41	4,09	0,49			
16- In-service training activities prevent physical education teachers from being engaged with unnecessary details.	BA	76	3,52	0,70	0,25	115	0,005**
	MA	41	3,48	0,92			
19- In-service training activities assist physical education teachers in solving the problems they come across.	BA	76	3,57	0,69	0,04	115	0,020*
	MA	41	3,58	0,92			
20- Training and practices included in the in-service training program are employed in schools.	BA	76	3,65	0,66	1,33	115	0,006*
	MA	41	3,46	0,89			

* (p<0.05), ** (p<0.01)

A statistically meaningful difference (p<0.05) has been found as the result of the t-test, made in order to compare the answers given by the physical education teachers to the questions about in-service training activities, according to their academic backgrounds. According to these results, the physical

education teachers who have M.A. degree agree with the opinions about in-service training activities more than the physical education teachers having B.A. degree. (Table 3)

Discussion

In our country, educational process contains in service and pre service training. In public establishment in service training includes two groups. The first group is the new staff and the second group is the staff still working. The aim is to teach the changes in the work and to learn changes. But, the studies on in service training is not successful and are thought to remain on a theoretical level (G. Hüseyin, 2000). Although in service training is thought to be necessary in our country, activity level is not enough. There are two reasons why in service training activities are not popular. First reason is that labor cost is not reflected in and the second reason is that additional training is not reflected in employee rights (A. Tufan, 2002).

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THE RELATIONSHIP BETWEEN SELF ESTEEM AND PHYSICAL EXERCISE IN WOMEN SPORTS PRACTICE

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Abstract

Aim: The research starts from the assumption that women, in their desire to improve their physical appearance resort to various methods and means, among these physical exercise being the more beneficial one. The objectives of this paper are to identify to what extent the improvement of the physical self brings with itself the increase of self esteem of the women who exercise.

Methods: By using the method of the questionnaire along with the Rosenberg test to evaluate the self esteem of the women in sports practice.

Discussions and conclusions: It was concluded that physical exercises done at least twice a week have an effect on the mind of the women by improving the physical self but also their self image.

Keywords: physical self, self image, self esteem , physical activities

Introduction

The purpose of the paper is to analyze the relationship between self esteem and physical exercise such as aerobics in women. The self is defined as "an organized collection of beliefs and feelings about ourselves (R. Baron et al., 1998,) and it can be treated as a central mental scheme of the self, its essence or identity, it being the way we categorize both our outer conduct and our inner condition". It also comprises the notion of the physical self containing elements such as: physical looks, the proportionality of the segments of the body, the attitude, muscular tonus, corporality.

For P. Popescu-Neveanu (1978,) self consciousness is the primary condition for self-regulating activism, selectivity and creative intervention in the environment, based upon models or images of objective reality. Self image represents the central part of self organization, which, in its turn, is considered to be the main structure of the psyche. Self adequacy is a central concept of the image of the personality, thus, an adequate personality has a positive self image, feels capable, wanted, accepted, knows and accepts itself (M. Epuran et al., 2001).

Body image refers to the way one sees oneself but also to the way one believes one is perceived by the

others (P. Iluț, 2001). The physical self determines the degree of acceptance of one's own body (R. Stevens, 1996.). There is an ideal self image and a real one; the ideal image is the image desired by the woman who exercises and self esteem marks the discrepancies existing between an ideal physical self and the real one and it is the result of a lengthy process. When the difference between the ideal physical self and the real one is big, then personal adaptation has a lot to suffer (K. Gergen, 1991.).

The solutions to diminish the differences between the ideal and the real physical self come from various areas, and in the recent years plastic surgery gained a lot of ground but the range of offers of non-invasive procedures in the area of body aesthetics has also diversified. In a competition with all these aesthetics offers on the market, physical exercise has also diversified quite a lot, its advantage consisting of the connection between the physical self, the outer (what is there to be seen) and inner self, the one which is felt and lived by the women and an improvement of the physical self through various procedures (such as the non-invasive body aesthetics ones) does not bring with itself an increase of self esteem as well. Thus, in a competition with all these types of activities, body