

ATTITUDE OF FIRST GRADE TEACHERS OF PRIMARY EDUCATION SCHOOLS RELATED TO PHYSICAL EDUCATION AND SPORT LESSONS

OSMAN PEPE¹, CELAL TAŞKIRAN², KADIR PEPE³, BEKİR ÇOKSEVİM⁴

Abstract

Purpose: At this study, it was aimed to investigate the attitudes of primary education school teachers employed at their first stage related to physical education and sport lessons

Method: For this aim, a likely type inventory format was developed with the help of physical education, sport, assessment and evaluation specialists. Inventory questions have five levels as "strongly agree", "agree", "not certain", "disagree" and strongly disagree". Inventory's Cronbach's alpha reliability coefficient was found as 0, 78. This coefficient was valid for assessment and evaluation specialists.

Population of the study was consisted of primary schools within the boundaries of the province of Antalya City / Turkey. In the sample of the study there were included primary school teachers employed at the first stage of these schools. In this sample of the study, 300 teachers were selected through simple randomized sampling. Correctly and completely filled were 240 out of 300 questionnaires; only those were evaluated.

For statistical analysis, chi-square test and percentage distribution were done according to sex. The level of significance was set at 0.05.

Result: Attitudes of first grade teachers of primary education schools related to physical education and sport lessons were found positive and statistically meaningful difference was not found at the gender parameter $p>0,05$.

Conclusion: It was well-known that physical education and sport lessons were very important for children's social, physical and mental improvement. We thought that the importance of Physical education and sport lessons was known by first grade teachers of primary education schools and they had positive altitude levels for this lesson.

Keywords: Physical Education and Sport, Primary Education School, Attitude.

Introduction

The most distinguishing features of people separating them from other creatures is that they constantly renew themselves and transfers acquired knowledge and experiences to new generations, which is done through education and training.

Education is defined in different ways, although meaning the same. Some of these definitions are: "Education is a chosen process to make sure development of personal and social skills and involving the controlled environment especially the school (E.D. Marry, 1981, 80).

"When the new generations are preparing to take their place in society, education is an activity that helps to gain lifestyle, the necessary knowledge, skills and personalities". (A.F. Oğuzkan, 1993, 13).

"Individuals and communities with purposes of reaching a proper way of life and passing the possessed knowledge, skills and values, planned and programmed manner to new generation and at the same time it is a process of changing the behaviors through lifestyle" (I. Yolcu, 1992, 69). "Education is a process to make the individuals and communities to reach the ideal way of life, transfer of the possessed knowledge and skills to

the next generation in a planned way and changing this transformation through the process of changing human behavior and experiences" (A. Yetim, 2000, 128-129).

In a broad definition, it is a behavior development process or process of all topics related society as a result of learning and teaching, especially considering the positive values of society, aims to develop current one's innate abilities and skills as a whole, giving effective harmony to physical and social environment (C. Binbaşoğlu, 1994, 31).

According to A.F. İmamoğlu (1992, 52), the purpose and function of education, although many, collects them into four groups in general; These are stated as the person's self-realization, human relationships, economic efficiency, and social responsibility. In addition, the purposes of education seem as indispensable in such cases of learning values and social norms of society, build up the social heritage, to ensure the continuation of it, to find solutions to the problems through research and innovation and to make community gain feelings of unity and solidarity.

Physical and physiological aspects of training are also available besides the training of the human mind. This can only be given by means of physical

¹Erciyes University, Physical Education and Sport College Kayseri/ TURKEY

²İnönü University, Physical Education and Sport College Malatya/TURKEY

³Mehmet Akif Ersoy University, Physical Education and Sport College Burdur / TURKEY

⁴Erciyes University, Physiology Department Kayseri/TURKEY

e-mail: opepe@erciyes.edu.tr

Received 12.02.2011 / Accepted 23.04.2011

education and sport. In this context, the complementary part of a general education is physical education and of developing the individual's physical, mental, moral and social skills and make them able to gain personality and character.

According to A. Yetim (2000, 128-129) the purposes of sport and physical education can be divided into four groups as physical development, motor development (nerve-muscle development), mind development and social development.

Education also provides culture transport and continuity of social life. At the same time, it is a series of ongoing activities making individuals gain knowledge, attitude and ability to apply for the development. Education has very important function in community life. It is not an independent variable; it has mutual interaction with other social institutions, cases and with other sciences. Education is in close relationship with economics, law, government, religion, culture, recreation and physical education (A. Yetim, 2000, 117).

Today, the way of looking to physical education in developed countries is having a healthy society with the good harmony of education. Constantly changing and developing events and technology have begun to have an impact on individuals. The function of education here is to provide qualified manpower in the society against this effect. As it is known, qualified manpower requires being physically, mentally and spiritually healthy. This can be done by multi-faceted motion and physical training, which forms basis and principles of physical education. With this regard, physical education takes its own place in the integrity of education (M. Yalçiner, 1992, 65). To complete the education in the contemporary sense can only be done by providing physical education besides student's mental training. In this respect, physical education is a part of general education. Mental and physical training has a parallel correlation in terms of their purposes. One fulfills the other (K. Tamer, 1987, 2). Education is the art of raising a human being and physical education has enormous contribution to public education in the manner of raising human being, so physical education and sports is an inseparable whole with general education (O. Özmen, 1999, 27).

The important place of physical education and sports applications in general education requires no discussion as it is seen. At this study, it was aimed to

sport. Physical education and sports is a phenomenon

investigate the attitudes and ideas of primary levels education teachers giving physical education and sport courses.

Attitude is a density ranking from positive to negative towards psychological object (L.L. Thurstone, 1967, 15). A similar definition made by Stanford as well. Stanford describes the attitude as "preparation state of showing the positive or negative reaction to the objects and symbols "(F.H. Stanford, 1961, 473). Certain events and facts take part in individual social environment and their lives, developed and realized the psychological part of an organization that affect the behavior of people (B. Güvenç, 1976, 26).

Method

Research that is Survey-scan model was done to determine attitudes and ideas of primary school education teachers related to given physical education courses.

The population group of the research is collected from the villages and central district of Antalya province of Turkey. Totally 4175 class teachers working in these areas at primary school involved in the study. Collected samples in the way of represent the universe, composed of totally 240 class teachers; 80 from villages, 80 from districts and 80 from city center. The sample group formed by classroom teachers collected from determined primary school according to levels of their development in villages, districts and city center. Classroom teachers were chosen from each school by random sampling method. So, it was aimed to reach the entire universe with the way of forming sampling group.

Data was collected through written sources and survey. A questionnaire was developed according to the purpose. The survey questions have five levels as "strongly agree", "agree", "not certain", "disagree" and "strongly disagree". The survey was applied to sample groups after testing comprehensibility of the questionnaire, content validity and reliability of the sample group. Cronbach's alpha reliability coefficient of the survey was 0.78. The obtained data were analyzed with the frequency (f) and percentage (%), cross-table (Croostab), χ^2 (Chi-SQUARE) as a statistical processing. To evaluation of obtained data for determination of % distributions and differences between variables, confidence interval was accepted as 0.05%.

Results

Table 1 Participants' answer rates on the jurisdiction of "Physical education course develops children improvement as a whole (physiological, mental, psychological and social)"

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Male	92	76,7	26	21,7	1	0,8	1	0,8	-	-	120	100

Female	92	76,7	27	22,5	1	0,8	-	-	-	-	120	100
Total	184	76,7	53	22,1	2	0,8	1	0,4	-	-	240	100

$$X^2=1,019 \quad df= 3 \quad P>0.05$$

Jurisdiction of "Physical education courses develops children improvement as a whole (physiological, mental, psychological and social)" were cross-examined with answer of participants at Table 1. Given answers by participants were 76.7% and 22.1% strongly agree, and agree, respectively when look at the results. Statistically meaningful difference was not found between the genders ($P> 0.05$).

Table 2 Participants' answer rates on the jurisdiction of "Physical Education courses increases achievement of children in other courses overall"

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Male	81	67,5	29	24,2	6	5	3	2,5	1	0,8	120	100
Female	67	55,8	38	31,7	8	6,7	5	4,2	2	1,7	120	100
Total	148	61,7	67	27,9	14	5,8	8	3,3	3	1,3	240	100

$$X^2=3,652 \quad df= 4 \quad P>0.05$$

Jurisdiction of "Physical Education courses increases achievement of children in other courses overall" were cross-examined with the answers of participants at Table 2. Given answers by participants were 61.7% and 27.9% strongly agree, and agree, respectively. Statistically meaningful difference was not found between the genders ($P> 0.05$).

Table 3 Participants' answer rates on the jurisdiction of "Other courses that students not good at can be given instead of physical education courses"

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Male	3	2,5	6	5	14	11,7	31	25,8	66	55	120	100
Female	8	6,7	8	6,7	22	18,3	28	23,3	54	45	120	100
Total	11	4,6	14	5,8	36	15	59	24,6	120	50	240	100

$$X^2=5,689 \quad df= 4 \quad P>0.05$$

Jurisdiction of "Other courses that students not good at can be given instead of physical education courses" were cross-examined with the answers of participants at Table 3. Given answers by participants were 50% and 24.6% strongly disagree, and disagree, respectively. Statistically meaningful difference was not found between the genders ($P> 0.05$).

Table 4 Participants' answer rates on the jurisdiction of "Physical Education courses are unnecessary for fist Class student of primary school"

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Male	-	-	1	0,8	3	2,5	22	18,3	94	78,3	120	100
Female	1	0,8	1	0,8	5	4,2	37	30,8	76	63,3	120	100
Total	1	0,4	2	0,8	8	3,3	59	24,6	170	70,8	240	100

$$X^2=7,219 \quad df= 4 \quad P>0.05$$

Jurisdiction of "Physical Education courses are unnecessary for fist class student at primary school" was cross-examined with the answers of participants at Table 4. Given answers by participants were 70.8% and 24.6% strongly disagree, and disagree, respectively. Statistically meaningful difference was not found between the genders ($P> 0.05$).

Table 5 Participants' answer rates on the jurisdiction of "I think Physical Education has important impact on to be part of the group and being social"

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Male	95	79,2	22	18,3	3	2,5	-	-	-	-	120	100
Female	91	75,8	26	21,7	1	0,8	2	1,7	-	-	120	100

Total	18 6	77,5	48	20	4	1,7	2	0,8	-	-	240	100
-------	---------	------	----	----	---	-----	---	-----	---	---	-----	-----

 $X^2 = 3,419 \quad df = 3 \quad P > 0,05$

Jurisdiction of "I think Physical Education has important impact on to be part of the group and being social" were cross-examined with the answers of participants at Table 5. Given answers by participants were 77.5% and 48% strongly agree, and agree, respectively. Statistically meaningful difference was not found between the genders ($P > 0,05$).

Table 6 Participants' answer rates on the jurisdiction of "With the help of Physical Education courses children can spend their energy in a positive manner"

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Male	81	67,5	38	31,7	1	0,8	-	-	-	-	120	100
Female	76	63,3	39	32,5	3	2,5	1	0,8	1	0,8	120	100
Total	157	65,4	77	32,1	4	1,7	1	0,4	1	0,4	240	100

 $X^2 = 3,172 \quad df = 4 \quad P > 0,05$

Jurisdiction of "Children spend their energy in a positive manner with the help of physical education courses" was cross-examined with the answers of participants at Table 6. Given answers by participants were 65.4% and 32.1 % strongly agree, and agree, respectively. Statistically meaningful difference was not found between the genders ($P > 0,05$).

Table 7 Participants' answer rates on the jurisdiction of "Physical Education is a Indispensable Part of Teaching Integrity"

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Male	92	76,7	25	20,8	3	2,5	-	-	-	-	120	100
Female	78	65	35	29,2	5	4,2	1	0,8	1	0,8	120	100
Total	170	70,8	60	25	8	3,3	1	0,4	1	0,4	240	100

 $X^2 = 5,320 \quad df = 4 \quad P > 0,05$

Jurisdiction of "Physical Education is a Indispensable Part of Teaching Integrity" were cross-examined with the answers of participants at Table 7. Given answers by participants were 70.8 % and 25 % strongly agree, and agree, respectively. Statistically meaningful difference was not found between the genders ($P > 0,05$).

Table 8 Participants' answer rates on the jurisdiction of "To make the education reach its purposes, branch teacher must give the course at primary school"

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Male	74	61,7	16	13,3	23	19,2	5	4,2	2	1,7	120	100
Female	73	60,8	29	24,2	8	6,7	9	7,5	1	0,8	120	100
Total	147	61,3	45	18,8	31	12,9	14	5,8	3	1,3	240	100

 $X^2 = 12,497 \quad df = 4 \quad P < 0,05$

Jurisdiction of "To make the education reach its purposes, branch teacher must give the course at primary school" were cross-examined with the answers of participants at Table 8. Given answers by participants were 61.3 % and 18.8 %, and 12,9 % strongly agree, and agree, and not certain respectively. Statistically meaningful difference was found between the genders ($P < 0,05$).

Table 9 Participants' answer rates on the jurisdiction of "Physical Education and sport course has a important place in preventing the new generation from having bad habits and raising qualified people"

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Male	87	72,5	30	25	2	1,7	-	-	1	0,8	120	100
Female	85	70,8	32	26,7	1	0,8	2	1,7	-	-	120	100

Total	172	71,7	62	25,8	3	1,3	2	0,8	1	0,4	240	100
$\chi^2=3,421$ df= 4 P>0.05												

Jurisdiction of "Physical Education and sport course has a important place in preventing the new generation from having bad habits and raising qualified people" were cross-examined with the answers of participants at Table 9. Given answers by participants were 71.7 % and 25.8 % strongly agree, and agree, respectively. Statistically meaningful difference was not found between the genders (P> 0.05).

Table 10 Participants' answer rates on the jurisdiction of "Students gaining their self-confidence with help of Physical Education and sport courses".

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
	Male	80	66,7	29	24,2	11	9,2	-	-	-	120	100
Female	83	69,2	31	25,8	5	4,2	1	0,8	-	-	120	100
Total	163	67,9	60	25	16	6,7	1	0,4	-	-	240	100

$$\chi^2=3,372 \quad df= 3 \quad P>0.0$$

Jurisdiction of "Students gaining their self-confidence with help of Physical Education and sport courses" were cross-examined with answers of the participants at Table 10. Given answers by participants were 67.9 % and 25 % strongly agree, and agree, respectively. Statistically meaningful difference was not found between the genders (P> 0.05).

Table 11 Participants' answer rates on the jurisdiction of "Physical Education and sport courses strengthening the students to adaptation to school"

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
	Male	75	62,5	30	25	6	5	2	1,7	7	5,8	120
Female	79	65,8	32	26,7	3	2,5	4	3,3	2	1,7	120	100
Total	154	64,2	62	25,8	9	3,8	6	2,5	9	3,8	240	100

$$\chi^2= 4,613 \quad df= 4 \quad P>0.05$$

Jurisdiction of "Students gaining their self-confidence with help of Physical Education and sport courses" were cross-examined with answers of the participants at Table 11. Given answers by participants were 64.2 % and 25.8 % strongly agree, and agree, respectively. Statistically meaningful difference was not found between the genders (P> 0.05).

Table 12 Participants' answer rates on the jurisdiction of "Physical Education and sport courses provide the students to distinguish what is correct, make cooperation, congratulate the winner, teaching loosing not end of the life"

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
	Male	87	72,5	27	22,5	5	4,2	-	-	1	0,8	120
Female	82	68,3	31	25,8	6	5	1	0,8	-	-	120	100
Total	169	70,4	58	24,2	11	4,6	1	0,4	1	0,4	240	100

$$\chi^2= 2,515 \quad df= 4 \quad P>0.05$$

Jurisdiction of "Physical Education and sport courses provides the students to distinguish what is correct, make cooperation, congratulate the winner, teaching loosing not end of the life" were cross-examined with answers of the participants at Table 12. Given answers by participants were 70,4 % and 24,2 % strongly agree, and agree, respectively. Statistically meaningful difference was not found between the genders (P> 0.05).

Table 13 Participants' answer rates on the jurisdiction of "Physical Education and sport courses teach the students obey the rules and respect them"

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total		
	n	%	N	%	n	%	n	%	n	%	n	%	
	Male	78	65	39	32,5	3	2,5	-	-	-	-	120	100
Female	79	65,8	36	30	4	3,3	1	0,8	-	-	-	120	100
Total	157	65,4	75	31,3	7	2,9	1	0,4	-	-	-	240	100

$$\chi^2= 1,269 \quad df=3 \quad P>0.05$$

Jurisdiction of “Physical Education and sport courses teach the students obey the rules and respect them” was cross-examined with answers of the participants at Table 13. Given answers by participants were 65,4 % and 31,3 % strongly agree, and agree, respectively. Statistically meaningful difference was not found between the genders ($P > 0.05$).

Table 14 Participants’ answer rates on the jurisdiction of “Physical Education and sport course increases creativeness and courage of the students”

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	N	%	n	%	n	%	n	%	n	%
Male	76	63,3	27	22,5	16	13,3	1	0,8	-	-	120	100
Female	76	63,3	35	29,2	7	5,8	2	1,7	-	-	120	100
Total	152	63,3	62	25,8	23	9,6	3	1,3	-	-	240	100

$$\chi^2 = 4,887 \quad df = 3 \quad P > 0.05$$

Jurisdiction of “Physical Education and sport course increases creativeness and courage of the students” were cross-examined with answers of the participants at Table 14. Given answers by participants were 63,3 % and 25,8 % strongly agree, and agree, respectively. Statistically meaningful difference was not found between the genders ($P > 0.05$).

Table 15 Participants’ answer rates on the jurisdiction of “Physical Education and sport course make the students free of mental fatigue caused by other courses”

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	N	%	n	%	n	%	n	%	n	%
Male	85	70,8	32	26,7	3	2,5	-	-	-	-	120	100
Female	82	68,3	37	30,8	-	-	1	0,8	-	-	120	100
Total	167	69,6	69	28,8	3	1,3	1	0,4	-	-	240	100

$$\chi^2 = 4,416 \quad df = 3 \quad P > 0.05$$

Jurisdiction of “Physical Education and sport course make the students free of mental fatigue caused by other courses” was cross-examined with answers of the participants at Table 15. Given answers by participants were 69,6 % and 28,8 % strongly agree, and agree, respectively. Statistically meaningful difference was found between the genders ($P > 0.05$).

Table 16 Participants’ answer rates on the jurisdiction of “Physical Education and sport courses have an impact on building happiness and peace within the societies”

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Male	67	55,8	38	31,7	14	11,7	1	0,8	-	-	120	100
Female	73	60,8	40	33,3	3	2,5	4	3,3	-	-	120	100
Total	140	58,3	78	32,5	17	7,1	5	2,1	-	-	240	100

$$\chi^2 = 9,226 \quad df = 3 \quad P < .05$$

Jurisdiction of “Physical Education and sport courses have an impact on building happiness and peace within the societies” were cross-examined with answers of the participants at Table 16. Given answers by participants were 58,3% and 32,5 % and 7,1 % strongly agree, and agree, not certain respectively. Statistically meaningful difference was found between the genders ($P > 0.05$). So, difference point of view of between genders was found

Table 17 Participants' answer rates on the jurisdiction of "Physical Education and sport courses have an important impact on raising healthy children, being creative, sociable, and having good manner"

Variables	strongly agree		agree		not certain		disagree		strongly disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	71	59,2	35	29,2	14	11,7	-	-	-	-	120	100
Female	87	72,5	25	20,8	6	5	2	1,7	-	-	120	100
Total	158	65,8	60	25	20	8,3	2	0,8	-	-	240	100

$$\chi^2 = 8,487 \quad df = 3 \quad P < .05$$

Jurisdiction of "Physical Education and sport courses have an important impact on raising healthy children, being creative, sociable, and having good manner" were cross-examined with answers of the participants at Table 17. Given answers by participants were 65, 8% and 25 % and 8, 3 % strongly agree, agree, and not certain respectively. There were statistically meaningful ideas differences between the genders ($P > 0.05$).

Discussion and Conclusion

The research was done to determine attitudes and ideas of primary school education teachers related to given physical education courses. The comparisons were done according to given answers to questions by classroom teachers with using chi-square test. As a result of this comparison, statistically significant difference was found between the given answers of male and female teachers in three jurisdictions. These data were given below;

"To make the education reach its purposes, branch teacher must give the course at primary school"

"Physical Education and sport courses have an impact on building happiness and peace within the societies"

"Physical Education and sport courses have an important impact on raising healthy children, being creative, sociable and having good manner". Their responses was found statistically different with taken 0.005 significance level ($P < 0.005$) (Table 8-16-17).

Statistically significant difference was found between the given answers of male and female teachers in 14 jurisdictions indicated below.

"Physical education course develops children improvement as a whole (physiological, mental, psychological and social)", "Physical Education courses increases achievement of children in other courses overall", "Other courses that students are not good at can be given instead of physical education courses", "Physical Education courses are unnecessary for first class student of primary school", "I think Physical Education has an important impact on being part of the group and being social", "With the help of Physical Education courses children can spend their energy in a positive manner", "Physical Education is a indispensable part of teaching integrity", "Physical Education and sport course have an important place in preventing the new generation from having bad habits and raising qualified people", "Students gaining their self-confidence with the help of Physical Education and sport courses", "Physical Education and sport courses strengthening the students to adaptation to

school", "Physical Education and sport courses provide the students to distinguish what is correct, make cooperation, congratulate the winner, teaching loosing not end of the life", "Physical Education and sport courses teach the students obey the rules and respect them", "Physical Education and sport course increase creativeness and courage of the students", "Physical Education and sport course make the students free of mental fatigue caused by other courses". Their responses were not found statistically different with taken 0.005 significance level ($P < 0.005$) (Table 1-7, 9-15).

The obtained data related with attitudes of the participant classroom teachers on the importance of physical education and sports courses were generally positive in accordance with the judgments in the survey and we can say that they are aware of positive effect and necessity of physical education and sports courses at primary school.

References

- BİNBAŞIOĞLU, C., 1994, "General Educational Information", Kadı oğlu Press, Ankara,
- GÜVENÇ, B., 1976, "Values, Attitudes and Behaviors" Journal of Research and Method at Social Science. R. Keleş Ankara :TODAİE Press Ankara
- MARRY, E.D., 1981, "Creating Social Reality: The Case of Women of Sport" in Sociology of sport Diverse Perspectives (Eds: Suzan L, Green Darfer, Andrew Tiannakis), Leisure Press, M.Y.
- ÖĞUZKAN, A.F., 1993, "Glossary Of Educational Terms", Emel Press Ankara.,
- ÖZMEN, Ö., 1999. "Contemporary Sport Training Triangle", Publishing House, Ankara,
- THURSTONE, L.L., 1967, "Attitudes Can Be Measured", Readings In Attitude Theory and Measurement. Ed: Martin Fishlen . New York: John Wiley&Sons, inc77-89,
- STANFORD, F.H., 1961, " Psychology A Scientific Study of Man", California: Wadsworth Publishing Company
- TAMER, K., 1987, "Physical Education and Games teaching", Açık öğretim Fakültesi Press, No:101, Ankara.
- YALÇINER, M., 1992, The Place of Physical Education and Sport in Integrity of National Education", I. Educational Institutions of

- Physical Education and Sports
Symposium, 19-21.
YETİM, A., 2000, "Sociology and Sport" , Topkar
Typography, Akçaabat, Trabzon, Ankara.
İMAMOĞLU, A.F., 1992, "The Place of Physical
Education and Sports in General Education",
Education Journal Vol 1,(2), Milli Eğitim
Press
YOLCU, İ., 1992, "The Place and Importance of
Physical Education and Sports in Integrity
Education" , I. Educational Institutions of
Physical Education and Sports Symposium,,
İzmir M.E.Press, ,72, Ankara.