PERCEPTIONS ABOUT PHYSICAL EDUCATION TEACHER IN STUDENTS' DRAWINGS

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Abstract

Aim. In this study it was aimed to reveal 5th grade students' perceptions of physical education teacher according to different variables (gender and situation of playing sports) by using their drawings.

Method: Phenomenology model was used in this qualitative design study. The sampling of the study consisted of 122 students (athletes=47, non-athletes=75) attending through the 2014-2015 academic year in Ankara. The students was selected from different seven schools by using random sampling method. While collecting research data students were asked to fill in the personal information forms and draw a picture reflecting their thoughts about physical education teacher. Data were analyzed by using categorical data analysis method. Data were evaluated by using percent and frequency calculations.

Results: As a result, it was figured out that most of drawings of the students who play sports were mostly belonged to the categories of "sporty" (f= 7, 17.07%) and most of drawings of the students who don't play sports were mostly belonged to the categories of "affectionate" (f= 12, 20.00%).

Conclusions: On the other hand, results indicated that "aggressive" was the second most common categories at both athletes and non-athletes students' drawings. In addition, student-athletes' drawings mirrored characteristics of their sport branches.

Keywords: physical education, perception of physical education, drawing, students' drawings

Introduction

A human-being comes into the world biologically with the human-specific competences; and s/he is meant to be sole mankind. Education is needed to incorporate him/her into society. On the other hand, it is a matter of the whole mankind's destiny. While animals continue their existence with instinct, what maintains the continuity of human communities is the education? Kant indicated the importance of the education with this statement; ''two inventions of man must surely be viewed as the most difficult: the art of government and the art of education.'' Education is the transfer of cultural richness in society into new generations. The place where this transfer takes place is generally the schools (Tanilli, 2007).

The school is consisted of six basic elements: the programme of education, student, teacher, management, building and equipments, environment. Among these, teacher is the one who provides guidance for learning. Learning is a result acquired by student oneself and occurs as a result of learning experiences. The duty of teacher is to regulate the learning experiences by benefiting from various teaching method and techniques and also to evaluate whether the student gains terminal behaviour or not. A good teacher must be expert of the subject area and must have the competence that helps to transfer the knowledge and skills to students, as well. In addition to this; characteristics like toleration, patience, open-mindedness, self-expression skill, being a good listener and problem solving skill have an important role in teaching profession (Fidan and Erden, 1998). Nowadays, physical education has become an inseparable part of education, one of the main purposes of which is to help children and youth to get used to social orders healthfully and productively and to raise a socially beneficial person. When physical education's positive contribution to one's spiritual, intellectual and physical development has been scientifically proved; the concept of physical education was included into the concept of education. As is the case with pedagogy, physical education has stuck as a pedagogical discipline to behaviour and habits of the individual. That is why today's society considers physical education and sport as an inseparable and complementary part of general education in order to create healthy generations. Specifically, school takes an importance place in popularising and carrying out to physical education and sport activities (Bilge, 1989). Physical education lessons are given in a place in which the students, who have different aim, skill and social structure, come together and the communication is high. When considered the plenty of students' aim and expectations, priorities, value judgments and management techniques; behaviours

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toward communication and motivation that are effective on creating a proper work environment gain importance. Within this period, physical education teachers play a vital role (Bora, 2013).Teacher's personality and relation with the students create an important connection between students and lesson. Therefore, teacher's physical, social, mental and intellectual qualities are very important both in terms of education of growing young students, and also in terms of being a model and guidance to them. Intramural and extramural sport activities establish a close social relation between teacher and student. Also, in this versatile relation, physical appearance of physical education teacher is important for students in terms of respecting and valuing their teacher. Physical teacher must have both healthy and clean appearance and also supreme physical abilities and skills. They must be mentally determined, balanced, calm, mature and having social adaptation. Besides that, a physical education teacher must be able to state his/her ideas and thoughts loud and clear, verbally and in written form (Tamer and Pulur, 2001).

Specifically, a good education at the level of secondary school that forms the basis of education together with elementary school is quite important for the development of individual. For this reason, developing a healthy student-teacher relation is a worth-stressing point. To develop this relation, it is needed to determine mutual requirements and expectations between student and teacher. One of the ways to determine to students' requirements and expectations is to reveal the perceptions of students about teachers. The perceptions related to teacher factor, one of the key elements of school, might be regarded as a factor that directly affects the student's interest in lesson, learning motivation, the capacity of concentration and in total the quality of education. Lots of methods are used to determine the perceptions of individual. Drawing a picture is one of the most important way for children to express themselves (exhibit their perceptions). (Malchiodi, 2013). It is important to express oneself in every stage of childhood. In childhood, drawing a picture helps children when the verbalization remains incapable (Karaca, 2011). Drawing a picture is a display of the most natural images of the sentimental and intellectual life which is expressed by children by depicting originally and simply (Artut, 2004).

Drawing reflects the personality of individual, the form of comparing oneself with others, the values and the attitudes of community. Drawing has an important role in revealing the emotions and thoughts, which children can't reflect verbally and in written form .Children don't express their emotions and thoughts only with words. Similarly, in ancient ages, human beings learnt drawing before writing. Long before the existence of literary language, human beings drew their emotions, requirements and experiences on the cave wall (Klepsch, 1982). Drawing can be counted as an indicator of mental development and as an interpretation of the individual's complicated life which s/he tries to regulate in his/her own way. The major importance of the children's drawing is to reflect the way and the content of their thoughts. Drawing helps adults to communicate with the children. Like game, graphing activities both keep the child's interest alive and provide children to express themselves without intention, as well. Drawing is accepted as an indicator of children's perception way of external world. To describe objects, child creates forms with regard to figurative thought. Child tries to draw a form reflecting the best what s/he sees. The important thing is what the visually reflected subject points out (Yavuzer, 1998).Data acquisition method through drawings used mostly in psychological studies takes a small part in educational field. Kurnaz (2012) studied on the student's perceptions of the concepts of stars, comet and constellation, and mentioned the possibility that students consider comet (kuyrukluyildiz) as a star (yildiz) because of the name resemblance, about which students have alternative ideas. Yalcın (2014) took students' drawings related to perceptions of headmaster. As a result, it was figured out that students' drawings related to concept of ''headmaster'' are mostly belonged to categories respectively; ''being a negative factor'', ''being a compassion factor'', being a problem-solver'' and '' being a prim''. Similarly, Aykac (2012) researched the perceptions of the teacher in primary education students' drawings and of the learning process and stated as a result of findings that students drew their teachers largely as a ''human'', slightly as a well-known person like '' Ataturk''. The importance of physical teacher is a non-negligible case for the community whose purpose is to raise healthy and productive individuals. Despite taking part different widths in the instruction schedule of world countries, physical education lesson is included in school curricula about basic skills development. In our country, beginning from secondary school physical education lesson is lectured compulsorily two hours per week. Children meet physical education teacher in the years accepted as a beginning of teenage. It is accepted that students see their teacher as a role model. In this regard, teacher's personality, behaviours and habits, human relations and education understanding are important for students. The result of this study can contribute to

researchers to answer this question: '' How do students perceive their teacher?''. When scanned the relevant body of literature, a study which details opinions related to the physical education teachers by using drawing was encountered. In this study, it was aimed to obtain 5th grade students' opinion related to concept of '' physical educational teacher'' by using their drawings. Student opinions were analysed according to gender and situation of playing sports variables; and similarities and discrepancies were revealed.

Method

The sampling of the study is consisted of 5th grade students studying in secondary schools and attending through the 2014-2015 academic year in Ankara. Schools were selected by using random sampling method. And each branch was also selected from each school by using random sampling method. The study is consisted of 122 students. When analyzed collecting data, any drawings, which were left blank or make no sense, were left out of study. Acquired data number is 101 after unusable data were left out. The students attending the study is consisted of 69 females (56,6%) and 53 males (43,4%). 47 students (38,5%) play sports and 75 students (61,5%) don't play sports. Students' situation of playing sports was accepted providing ''playing sports in any sports club as a registered player and taking part in competition''. This study which is aimed to reveal 5th grade students' perceptions of physical education teachers was designed qualitatively. According to Buyukozturk, Cakmak, AkgUn, Karadeniz and Demirel, (2014); about the psychological measurement and social fact-events, qualitative studies provide information more profoundly than quantitative study methods. Qualitative studies are needed to find an answer the questions, which are hard to be defined by using conventional study methods. Qualitative study has the basic characteristics like being aware towards natural environment, enabling to reveal perceptions, making an inductive analysis with qualitative data, and existence of flexibility in study design (Balci, 2011). Phenomenology model was used in study. Phenomenology design focuses on phenomenon, which we are aware of, but we have no in-depth and detailed understanding. In the world we live in, phenomenon can be revealed in various forms like events, experiences, perceptions, orientations, concepts, and cases. However, this acquaintance doesn't mean that we properly understand the phenomenon. Phenomenon provides a basis for the study, which is aimed to research the phenomenon that is not entirely weird to us and that we don't exactly comprehend, as well (Yildirim and Simsek, 2013). Drawings have potential for the children in

order to tell a story, to transmit metaphors, and to present a world-view which exists both in description itself and also in the response of their own description. The children's drawings are regarded as a reflection of inner world by exhibiting children's psychological state, information about interpersonal styles, and various emotions. Expression with drawing is personal statements containing both conscious and unconscious meanings and represents many aspects of children who created them (Malchiodi, 2013). When regarded that drawings reflects consciously or unconsciously children's inner world, using the drawings in phenomenon studies contributes a lot to researchers. In study, personal information form prepared by researcher was used. The reverse side of the form was left blank; on here students were asked to draw a picture reflecting their emotions and thoughts about their physical educational teachers and to explain briefly their drawings. Students weren't imposed restriction on pencil or paint they used. To complete their drawing, students were given one course period. It was adopted as a principle to do it out of physical educational lesson so that students can express honestly and clearly what they thought and so that they don't feel under the pressure, data were collected in different lessons. What should be done was explained to students, and attention was shown not to use guiding statements so that they can reflect their own thoughts. The results of study were acquired by using content analysis method. Content analysis is a technique that enables study to determine the behaviors and nature of human with an indirect ways. Content analysis is defined as a technique in which some words of a text are outlined with smaller content categories with codifications based on specific rules. Content analysis is also systematic. Content analysis is not a technique used only on texts. It is used also for filming studies or television programs and visuals like students drawings (Buyukozturk, Cakmak, Akgun, Karadeniz and Demirel, 2014). In qualitative studies, it is one of the important criterions of validness to report data comprehensively and to explain how to receive results (Yildirim and Simsek, 2013). In this study; to provide validness, data analysis was explained comprehensively and respondents' drawings were directly included in data analysis. In addition, respondents' drawings were included in findings section along with explanations .Expert opinions from each department of physical education, mental health of child and teenager, painting were taken to provide internal reliability in data analysis. The blank papers and the drawings which didn't reflect any thoughts were eliminated by analyzing the

respondents' drawings.101 respondents (out of 122) made drawings which both reflect their physical education teachers and also are suitable for the purpose of study. Some part of the rest of respondents didn't make any drawings and the drawings of other part hadn't any meaning. Then, drawings were analyzed along with explanation and the drawings showing the same characteristics were categorized. For these categories, frequency and percent values were calculated. The drawings having same characteristics were collected in total under 15 categories. These categories are aggressive human figure, smart human figure, trainer human figure, valuable creature figure, educator figure, entertaining human figure, faithful human figure, good human figure, motivating human figure, authoritative human figure, affectionate human figure, sporty human figure, lazy human figure, helpful human figure, guiding human figure. Some of these drawings were presented in the findings section as sample. To which respondents the presented samples pertain is coded according to the characteristics of respondents. Accordingly, M: male, F: female, A: athlete, NA: non-athlete.

Results

Under this title, it was analyzed that students' drawings aimed at physical education teacher were analyzed in certain categories according to their properties. And numeric data related to categories were presented. In addition, some samples from drawings were included.When analyzed the results acquired from data; it was figured out that 74.26% (f= 75) of students' drawings reflected positive, 25.74% (f= 26) of students' drawings reflected negative thoughts related to concept of physical education teacher.

The Analysis of Students' Drawings Related to Concept of Physical Education Teacher

In Table 1, the conceptual categories of students' drawings related to concept of ''physical education teacher'', and percent (%) and frequency calculations (f) belonged to this category are indicated.

Table.1. The Conceptual Categories Of Students' Drawings Relates To Concept Of Physical Education Teacher

Categories	f	%
Aggressive	17	16,83
Smart	3	2,97
Trainer	2	1,98
Valuable creature	12	11,88
Instructional	7	6,93
Entertaining	2	1,98
Faithful	2	1,98
Good person	9	8,91
Motivating	2	1,98
Authoritative	4	3,96
Affectionate	16	15,84
Sporty	12	11,88
Lazy	5	4,95
Helpful	7	6,93
Guiding	1	0,99
Total	**101**	**100,00**

When analyzed the Table 1, it is seen that students' drawings are belonged maximum to the categories of ''aggressive'' and ''affectionate'' and minimum to the categories of ''trainer'', ''entertaining'', ''faithful'', ''motivating'' and ''guiding''.

In Table 2, the conceptual categories of students drawings related to concept of ''physical education teacher'' according to children's situation of ''playing sports'', and percent (%) and frequency calculations (f) belonged to this category are indicated.

Table.2. The Conceptual Categories of Students Drawings Related to Concept of Physical Education Teacher According to Children's Situation of Playing Sports

Categories	Athletes	Non- Athletes
	ƒ / %	*ƒ / %*
Aggressive	6/ 14,63	11/ 18,33

Smart	1/ 2,44	2/ 3,33
Trainer	2 / 4,88	-
Valuable creature	3 / 7,32	9/ 15,00
Instructional	3 / 7,32	4/ 6,67
Entertaining	1 / 2,44	1/ 1,67
Faithful	2 / 4,88	-
Good person	2 / 4,88	7/ 11,67
Motivating	2 / 4,88	-
Authoritative	2 / 4,88	2/ 3,33
Affectionate	4 / 9,76	12/ 20,00
Sporty	7/ 17,07	5/ 8,33
Lazy	2 / 4,88	3/ 5,00
Helpful	3 / 7,32	4/ 6,67
Guiding	1 / 2,44	-
Total	**41- 100,00**	**60- 100,00**

When analyzed Table 2, it is seen that drawings of the students who play sports are belonged maximum to the categories of "sporty'', ''aggressive'' and ''affectionate''; and minimum to the categories of ''smart'', ''entertaining'' and ''guiding''. It is seen that drawings of the students who don't play sports are belonged maximum to the categories of "affectionate'', ''aggressive'' and ''valuable creature''; and minimum to the categories of ''smart'', ''authoritative'' and 'entertaining''. It draws attention that ''aggressive'' ranks number two in both groups. When analyzed the drawings of students who play sports; it was figured out that students reflected distinctive characteristics of their branches into their drawings.

It was figured out that students who play sports brought mostly the sporty characteristics of physical education teacher to the fore in their drawings. In addition, it became clear that students who don't play sports didn't reflect the categories of ''trainer'', ''faithful'', ''motivating'', and ''guiding'' in their drawings. Themes ''trainer, being faithful, to motivate, to guide'' included in components of sport were described only by the students who play sports, which reveals an opinion about their sport branches that students are influenced by environmental and educational factors included in competition and training environments.


Student 49(M-A)

(1. According to me my teacher was a professional basketball player. Then he became a trainer. He is a physical education teacher now. 2. Me 3. Not bad. 4. Physical education teacher) In the drawing of the student 49(M-A), included in the category of ''trainer'', physical education teacher was portrayed as a basketball player. It is also understood from the explanation of drawing that

student sees the teacher as a trainer, as well. Environmental and technical factors related to

basketball are included comprehensively in the drawing of this certified basketball player.

Öğretmen sıra olunca gülene kızıyor, ifadesiz olmasını istiyor diğerleri gibi
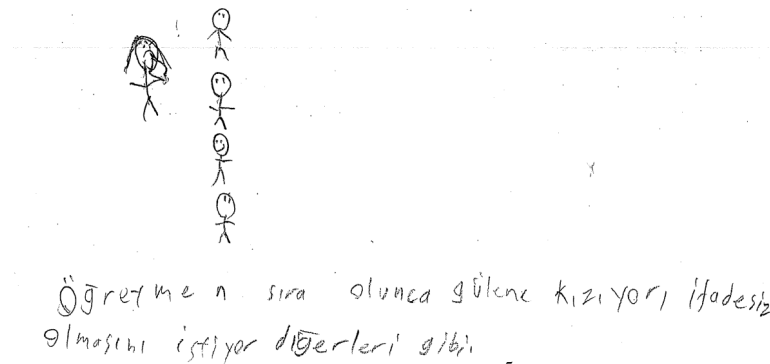
Student 17(M-A) [5]

(5. Teacher gets angry whoever smiles in the queue and want from him/her to be inexpressive like others.) In the drawing of the student 17(M-A), included in the category of ''aggressive'', there are a surly teacher and a student among 3 inexpressive

students. The explanation of student '' Teacher gets angry whoever smiles in the queue and want from him/her to be inexpressive like others'' indicates that the situation of ''Teacher gets angry whoever smiles'' annoys the student.
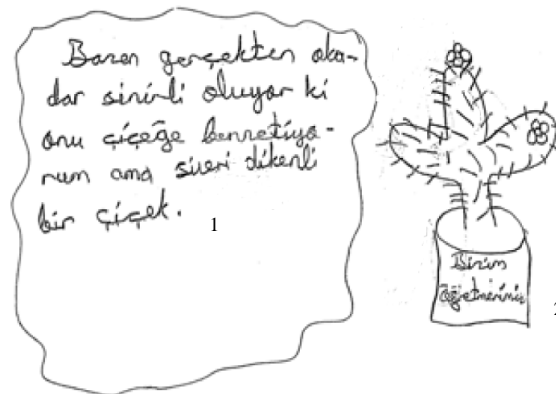
Student 6(M-A)

(1.Sometimes s/he is too much aggressive so I liken her/him to a thorny flower. 2.Our teacher) In the drawing of the student 6(M-A), included again in

the category of ''aggressive''; because of being too angry, teacher is likened to the cactus that hurts and pricks.
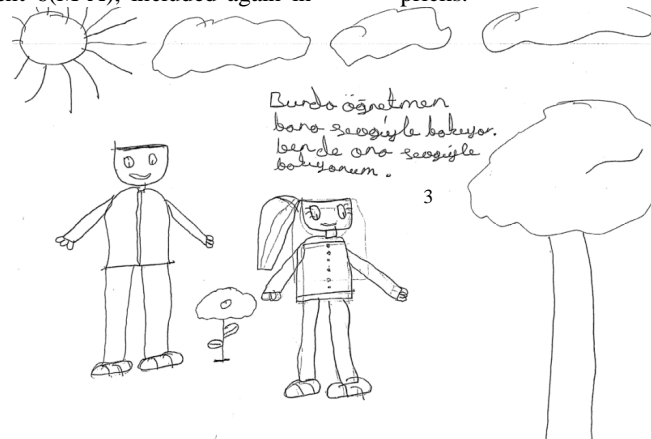
Student 74(F-NA)

(3.The teacher is looking at me with love, so am I.) In this drawing, included in the category of ''affectionate'', student 74(F-NA) explains that teacher exhibits love to her, and she loves the teacher in a similar way.

In Table 3, the conceptual categories of students drawings related to concept of ''physical education teacher'' according to ''gender variable'', and percent (%) and frequency calculations (f) related to this category are indicated.

Table.3. The Conceptual Categories of Students Drawings Related to Concept of Physical Education Teacher According to Gender Variable

Categories	Male	Female
	f / %	*f / %*
Aggressive	8/ 18,60	9/ 15,52
Smart	1/ 2,33	2/ 3,45
Trainer	2/ 4,65	-
Valuable creature	3/ 6,98	9/ 15,52
Instructional	3/ 6,98	4/ 6,90
Entertaining	1/ 2,33	1/ 1,72
Faithful	1/ 2,33	1/ 1,72
Good person	4/ 9,30	5/ 8,62
Motivating	2/ 4,65	-
Authoritative	2/ 4,65	2/ 3,45
Affectionate	5/ 11,63	11/ 18,97
Sporty	5/ 11,63	7/ 12,07
Lazy	2/ 4,65	3/ 5,17
Helpful	3/ 6,98	4/ 6,90
Guiding	1/ 2,33	-
Total	**43- 100,00**	**58- 100,00**

When analyzed Table 3, it is seen that the drawings of the male students are belonged mostly to the categories of "aggressive'', 'affectionate'' and ''sporty''; and the drawings of the female students are mostly belonged to the categories of 'affectionate'', 'aggressive'' and ''valuable creature''. It draws attention that female students' drawings are not included in ''trainer'', ''motivating'' and ''guiding''.
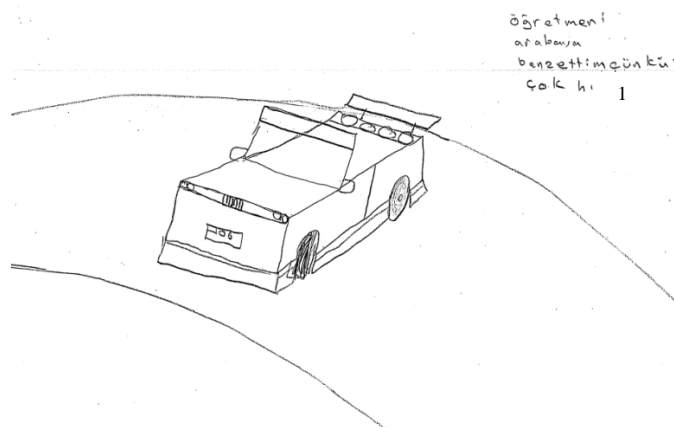
Student 65(M-A)

(1.I liken my teacher to a car. Because s/he is very fast.) Student 65(M-A), included in the category of 'sporty'', likened his teacher to a car to explain how fast the teacher is.
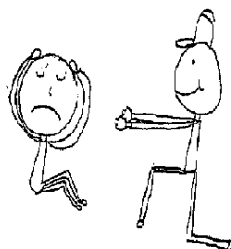
Student 47(M-A)

(1.S/he is an angel.) The drawing of the student 47 (G-A), who regards her teacher as an extraordinary creature by likening her teacher to angel, is included in the category of '' valuable creature''.

Student 30(F-NA)

(2.When we hurt, our teacher always comes and take cares of us.) In the drawing, included in the category of '' helpful'', student 30(F-NA) portrayed teacher as a human who helps the wounded student. In this drawing, it is seen that teacher approaches student with friendliness.

Discussion

When analyzed the body of literature,a study which details students' perceptions of physical education teachers by using drawings wasn't encountered. In the study, made by Kuscu (2006), the level of perception about the secondary school students' ideal physical education teacher profile was researched. A poll containing 42 questions were conducted to students. As a result, students who play sports found their teachers' qualifications related to personality and relationships with people more sufficient than their professional qualifications. It was stated that this result can be related to physical education teachers' closer social relations with the students who play sports. It can be said also in our studies that spending time with teachers in extramural activities (like interscholastic sports competition) in addition to physical education lessons causes students who play sports to develop different perceptions in comparison with the students who don't play sports. In elementary and secondary education; apart from physical education teacher, there are studies in which perceptions about different branch teachers are researched. Aykac (2012) benefitted from the students' drawings for the studies aimed at elementary education students' perceptions of teacher and learning process. Students were asked to draw a picture as an answer of the question ''how do you perceive the teacher?'' and as a result of research it was found that in common with our study they have mostly positive thoughts about their teacher.

Ada (2013), who studies on perceptions about mathematic lesson and mathematics teacher, collected data from students via poll and drawings. As a result of data analysis; she stated that in 117 drawings, negative attributive or statements about teachers (angry, mad, screamer, weird, surly, worried faces etc.); in 59 drawings positive statements (cute, cheerful, smart, heart, flower, smileys) were used. Similarly, in the study of Kaur,

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Lee, Yusof, Taha and Yoong (1999), 12 age group students from Singapore and Brunei were asked to draw the best math teacher they have ever seen so far. While Singaporean students mostly used only teacher figures in their drawings, Bruneian students mostly insert students into their drawings, as well. In the drawings containing students, it was figured out that Singaporean students used student figures who attend actively to classes more than Bruneian students. These contrasts were related by researchers to the cultural differences. Studies containing perceptions regarding different profession groups are included in the body of literature. DAST (Draw A Scientist Test) developed by Chambers (1983) was used in the studies of Bang, Wong and Jeffery (2014) regarding the perceptions of South Korean 10th grade students about scientist. As a result of study, it was figured out that students described scientist mostly as a male who has lab coat, beard and eyeglasses. These male figures reflect mostly the humans from western culture. In addition, students described the scientist as a human who is characteristically magical, shy, dangerous and full of secrets and working generally alone. As a result; in the perceptions of 5th grade students, a physical education teacher figure who is angry, speaking loudly and reprimanding the comes to the forefront. It became clear that differently from the students who don't play sports, students who play sports see physical education teacher as a trainer and sport educator. This indicates that students who play sports identify physical education lesson with sport. It is seen that students who don't play sports didn't associate the emotional and social concepts regarding sport with physical education lesson and teacher.

Conclusion

It is seen that students' drawings related to perception of ''physical education teacher'', are densely belonged to the categories of ''aggressive'', ''affectionate'', ''valuable creature'' and ''sporty''. Even though students' drawings are most belonged to the category of ''aggressive''; in general, there is no big difference between positive and negative categories. In addition, it became clear that students mostly have positive thoughts about physical education teacher. In the category of ''aggressive'' which is placed on the top with the ratio of 16.83% (f= 17), it was figured out that students drew angry and surly teacher figures, and students used frequently in the explanation of drawings these statements ''teacher always screams'', ''teacher always gets angry at us''. In the drawings reflecting positive thoughts, physical education teacher was generally described as a cheerful person. In the explanation of drawings; along with the statements ''my teacher is like a flower'' and ''teacher is nice to us'', students' love for teacher come to the forefront. When analyzed the students' drawings according to playing sports variable; it was figured out that the drawings of students who play sports are maximum belonged to the category of ''sporty''. It is a striking result that students who don't play sports didn't make any drawings belonged to the categories of ''trainer'', ''faithful'' ''motivating'' and ''guiding''. This result indicates that components like "trainer, to motivate, being faithful, to guide" aren't clarified in the minds of students who don't plays sport. Students, who don't play sports, don't have the concepts related to emotional and social benefits of sports, and this situation can spark a debate in terms of teacher competence in teaching the physical education lesson. One of the main purposes of physical education is to increase of morale productivity by creating a healthy character on individuals. At this stage, it is a duty of physical education teacher to motivate student, and to guide student in terms of feeling confident. Just because only the students who don't play sports didn't reflect in their drawings doesn't mean that they don't have these components. It can be said that, they couldn't reflect these components into their perceptions they revealed by drawing or writing, since students weren't aurally acquainted with these components. It is thought that students who play sports perceive their physical education teachers not only as a teacher but also as a trainer or sport educator. It is quite clear that teachers physical skills and children's characteristics related to their sport branches are included in the drawing of these students.

Suggestions

The importance of physical education and sport on raising healthy individuals in terms of mental, physical and spiritual is non-negligible. Schools and accordingly physical education teachers have a big role in carrying out the physical education and sport activities. Physical education teachers are important to make a healthy contact with students, to display exemplary behaviour and to endear students to physical education. Making a research on negative perceptions about physical education teacher, which appeared in this study, can contribute to the studies that will be carried out in order to remove these perceptions. In addition, similar studies can be carried out in every grade of secondary and high schools in which physical education lesson is included.

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