

**AN INVESTIGATION ON ADEQUACY OF PHYSICAL EDUCATION SPORTS
HIGHSCHOOL STUDENTS ABOUT ANATOMY LESSON****Lok Sefa, Bastug Gulsum****Selcuk University Physical Education and Sports Academy, Konya, TURKEY****Email: sefaloc@gmail.com / 22.03.2010 / 02.03.2010****Abstract**

The purpose of this study is to measure the students' self-sufficiency status to anatomy lesson who had taken anatomy lesson and who study at Karamanoglu Mehmetbey university of physical education and sports.

The type of descriptive work has been done in Karamanoglu Mehmetbey university in the spring semester of 2008-2009 academic year. The surveying has consisted of 147 university students in all in the 1., 2., 3. and 4. classes who had taken anatomy lesson and who study in Karamanoglu Mehmet Bey University at the department of Physical Education and Sports academy (BESYO). The first stage is expected to reach all students in Academies. 147 physical education and sports teaching students in the scope of research have already been taken.

The average age of students participating to the surveying is 21.58 type. 37.2 % of students' as women and 63.8 % as men were found. Class percentages of students participating in this study are emphasized as: 27.9% in 1. class, 25.2% in 2. class, 24.5% in 3. class, 22.4% in 4. class. Self – sufficiency statuses of students to the anatomy lesson according to in the different classes shows significant differences [$t(294) = 6.74, p < 0,01$]. First-class students' self-competence scores average ($X = 76.17$) is more positive than the students' in other classes self-competence scores average. The main reason for the anatomy lesson of physical education students receive first-class over the short period of time than students from other classes can connect through.

It was found that students' self-sufficiency perception to the anatomy lesson who study at first class was much higher than students' self-sufficiency perception to the anatomy lesson who study at second, third and the senior class.

Key words: University Students, Anatomy Lesson, Self Sufficiency.

Introduction

According to Bandura's self-sufficiency theory (A. Bandura, 1977), the beliefs for self-sufficiency has a relation with special activities. In this condition, three low scale was created three different activities which had relations with the teacher's beliefs for self-sufficiency accordingly theory. It is necessary to improve or adapt self-sufficiency scale which is special for private abilities or specific areas to make the investigations to gain acceleration in the view of qualification and quantity in our country. At the same time, it is needed to improve and adapt specific equipments which is based on activity in our country (S. Aksayan and S. Gözüm, 1998).

Self-sufficiency becaeme more cognitive as specific belief and sense for condition and also individual wide self-efficiency-sufficiency sense contributes to condition and specific expectation of person (D. Bahçeci, 2006). The person may transfer self-efficiency-sufficiency senses to another. For example, it is found that the diabetic children of mothers who have high self-efficiency-sufficiency sense are better than the children whose self-efficiency-sufficiency has a lower period (M. Schriver and C.M. Czerniak, 1999).

Bandura's theory which he sperated into components as an expectation for self-sufficiency and result, according to these invetigators, is described as individual teaching sufficiency and common teaching sufficiency. They made a comment about these 2 educational form's presence in this way: "In education, self-sufficiency sense can be described as the belief of the teacher about their own ability to make increase the success level of students and to make positive changes

in students behaviours" (A.M. Santiago and M.K. Einerson, 1998). At the same time self-sufficiency is related to classroom organization, training strategies, questioning techniques, tasking in fulfilling the level of patience, degree of innovation and risk taking, teacher feedbacks for students, tasking of the student administration and control tactics (M.A. Anderson, S. Dragsted, et al., 2004). In education the result expectation is the belief of a teacher's ability to effect the learning of the students (S.N. Kushner, 1993; A.W. Lorsbach and J.L. Jinks, 1999). Self-efficiency for lessons effects the success of the students directly.

The self-sufficiency belief effects the way of thinking and emotional reflections of persons. Individuals who have high self-sufficiency can be more relax and productive in hard works. Individuals who have low self-sufficiency believe that the investigations which they will carry out will be harder than its real condition. While this kind of idea increases the anxiety and stress, it makes the outlook of the person's narrowed. For this reason the self-efficiency belief effects the success level of individuals in a impressive way (M. Schriver and C. M. Czerniak, 1999).

The aim of this survey is to measure the self-efficiency conditions of the students who are in Karamanoglu Mehmet Bey university physical education and sport academy and took anatomy lesson.

Limitaion of the Survey

1. Survey includes only the students who are 2., 3., and 4th grade in Karamanoglu Mehmet Bey university physical education and sport academy and took anatomy lesson.

2. It includes only anatomy lesson.

Hypothesis It is obvious that the students who are taking anatomy lessons have low level of success. In this condition, it is thought that the self-efficacy for anatomy lessons can be effective for this.

Material and method *The kind of survey and its place:* The type of descriptive work has been done in Karamanoğlu Mehmetbey university in the spring semester of 2008-2009 academic year.

The working group of the research: The surveying has consisted of 147 university students in all in the 1., 2., 3. and 4. classes who had taken anatomy lesson and who study in Karamanoglu Mehmet Bey University at the department of Physical Education and Sports academy. The first stage is expected to reach all students in Academies. 147 physical education and sports teaching students in the scope of research have already been taken.

Method and tools of collecting data: The equal periodic likert anatomy manner scale was used. While finding the age and sex from socio- demographic data was used While measuring it; equal periodid likert manner scale was used to measure the loyalty for anatomy lesson, positive or negative behaviours, the prejudice and belief for anatomy lesson.

Bahçeci, in his doctorate thesis, 35 sentence which is thought to have an effect on self-sufficiency for anatomy lesson was found and they were changed into equal periodic likert kind quinary scale. Some of them changed by the experts and some of them omitted completely and finally there were 30 topics. Factor

analysis was used for his 30 topics. The topics which have charge lower than 0.40 were omitted and finally there were 26 topics. These factors ;

Factor 1 – The sense of trust for knowledge in anatomy.

Factor 2- Being aware of the application skills in anatomy.

Factor 3- Changing the theoretic informations in anatomy into life skills.

The inner consistency of the scale was calculated as Cronbach alfa (α)=0,75 and the scale was used in investigation that it was enough safe for this (G. Wenner, 2001).

The statistics of the survey were collected in class area between 15- 26 December 2008 date and it was collected as collectively and with a questionnaire which was based on the students self-sufficiency.

Independent variables: Age ,sex ,branch and grade.

Dependent variables: 26 questions in scale

Statistical analysis: Number distribution percent and T test were used in analysis of the data. While assessing the data SPSS 10.0 programme was used.

Findings The average age of students participating to the surveying is 21.58 type. 37.2% of students' as women and 63.8% as men were found. Class percentages of students participating in this study are emphasized as: 27.9 % in 1. class, 25.2 % in 2. class, 24.5 % in 3. class, 22.4 % in 4. Class.

Table 1. The T-test result of anatomy lesson's self-efficacy points for physical education teaching branch

Measurement	Method	N	X(ort)	S	sd	t	P
Self-efficacy	1. Class	40	76.17	6.75	294	6.74	0.00*
	2. Class	37	74.59	6.96			
	3. Class	36	69.75	8.35			
	4. Class	34	65.73	9.73			
	Total	147	71.56	7.62			

*p<0,01

When you examine the Table 1, the self-efficacy condition of the students for anatomy lesson shows difference according to students' class. [t(294)=6.74, p<0,01].

First-class students' self-competence scores average (X=76.17) is more positive than the students'

in other classes self-competence scores average. The main reason for the anatomy lesson of physical education students receive first-class over the short period of time than students from other classes can connect through.

Table 2. T test results of the self-efficacy points according to student's branch in the view of factors

Self-efficacy factors	Group	N	X	S	Sd	t	P
1. The sense of trust for knowledge in anatomy	1. Class	41	78.06	7.58	294	3.16	0,000*
	2. Class	37	75.47				
	3. Class	36	69.49				
	4. Class	34	65.19				
	Total	147	72.03				
2. Being aware of the application skills in anatomy	1. Class	41	75.33	10.43	294	4.78	0,001*
	2. Class	37	73.97				
	3. Class	36	71.42				
	4. Class	34	66.57				
	Total	147	71.82				

3. Changing the theoretic informations in anatomy into life skills.	1. Class	41	75.14	9.57	5.64	0,003*
	2. Class	37	72.33			
	3. Class	36	67.34			
	4. Class	34	65.19			
	Total	147	70.0			

*p<0,01

When you checked the findings in table 2, the main factor which effects the self-efficacy for anatomy lesson was found as the sense of trust for knowledge in anatomy. As in table 2, the sense of trust for knowledge in anatomy has relation with the grade of the students [t (294)=3.16 p<,05].

1st grade students' the sense of trust for knowledge in anatomy (X =78.06) is more positive than 2, 3 and 4th grade students' sense of trust for knowledge in anatomy.

The second factor which effects the self-efficacy for anatomy lesson was found as being aware of the application skills in anatomy. As you see in second part of table 2, being aware of the application skills in anatomy has a relation with different grades of the students. [t (294)=4.78, p<,05]. 1st grade students have more higher points average than 2,3 and 4th grade in the view of behaviour of students' being aware of the application skills (X =75.33).

The 3rd factor which effects the self-sufficiency for anatomy lesson was found as changing the theoretic informations in anatomy into life skills.

As in 3rd part of table 2 the behaviours of the students for changing the theoretic informations in anatomy into life skills have a meaningful difference according to students different grade. [t (294)=5.64, p<,05]. 1st grade students have higher points average

A. Altunçekiç et al. (2005) declared that teacher candidates' self-sufficiency beliefs shows difference according to level of class. The same difference was found in our survey. Nowadays, it is important that students whose branch is physical education should have high self-sufficiency sense in every area and lesson.

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than 2, 3 and 4th grade students in the view of changing the theoretic informations in anatomy into life skills. 1st grade students according to other students in class can apply successfully knowledge learned as a theoretical in life. It is found as a meaningful the difference between the skills to convey the theoretic informations from class to real life. (p<,05).

Discussion and conclusion

In this survey, the self-efficacy sense of the students whose branch is physical education and sport academy was analyzed for anatomy lesson. 1st grade students' self-efficacy sense for anatomy lesson is higher than 2., 3. and 4th grade students' self-efficacy sense for anatomy lesson. The main reason for the anatomy lesson of physical education students receive first-class over the short period of time than students from other classes can connect through. But, the students whose branch is physical education and sport academy will need these informations for their possessions in specific periods.

As stated in other surveys, self-efficacy sense is an important features (D. Bahçeci, 2006; Ö. Koray, 2003). Teacher candidates's self-sufficiency beliefs is the top middle level in research related to self-sufficiency (S. Aksayan and S. Gözüm 1998; S. Yaman, 2003). As a result ,results of this survey and the result of other formal surveys has a positive relation.

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PHYSICAL ACTIVITY AND HEALTH OF YOUTH

Robert M. MALINA

University of Texas at Austin, U.S.A.

Email: rmalina@skyconnect.net / 22.02.2010 / 27.02.2010

Abstract

Development of voluntary control of movement begins in infancy and progresses into childhood as the child attains postural, locomotor and prehensile control. With the refinement of walking, control of locomotor and manipulative abilities improves so that a considerable amount of independent action is possible. These basic movement patterns are the foundation upon which other movements and combinations of movements are subsequently developed and refined. And, movement is the substrate of physical activity.

The development of motor competence during early childhood is the outcome of the interaction of the growing, maturing and developing child with his/her environments. Child-environment interactions should be viewed in the context of changing body dimensions and proportions (body scaling) and improving levels of motor competence (action scaling). Body size, proportions and composition change as the child grows, and levels of motor proficiency change as the child develops. These in turn influence the interactions between the child and his/her environments, specifically home, day care and nursery school. An additional factor is the emergence of the child's perception of these environments as they relate to his/her physical and motor characteristics.

There is increasing interest in relationships between proficiency in basic movement skills and habitual physical activity in young children. Evidence indicates that specific motor skill instructional and physical activity interventions are associated with improvements in basic movement skills in preschool children. By inference, improving the motor proficiency of young children has the potential to enhance levels of habitual physical activity beyond the preschool years. Moreover, motor coordination is an important predictor of physical activity during middle childhood.

Given current concern for the worldwide obesity epidemic, the movement proficiency of overweight and obese children is receiving more attention. Although the issue of reduced physical activity in obese children is somewhat equivocal, one can inquire whether proficiency in movement skills influences activity in obese children and adolescents.

The teaching of skills, rules and strategies of a sport is often indicated as an objective of youth sport programs. Observations would suggest that this objective is generally achieved. Specific evidence for participants in youth sports is limited. Relative more emphasis is given to the talented few in contrast to the majority of youth participants. Individual differences are considerable and these are often dependent on the quality of coaching/instruction.

Key words: movement, physical activity, youth sport.

Introduction

Physical activity and sedentary behavior are issues of considerable interest to public health, medicine and education. Public health and biomedical views focus on physical activity in the context of health promotion and disease prevention and physical inactivity as a major risk factor, among others, for degenerative disease. The educational view highlights activity in the context of physical education as a component of the overall school experiences of youth.

Physical activity and sedentary behavior occur in many contexts. Both are important avenues for learning, enjoyment, social interactions and self-understanding. Currently, evidence and opinion suggest an imbalance in the direction of increased inactivity and reduced activity underlying the emergence of metabolic risk factors for cardiovascular disease and current epidemic of obesity in youth.

Physical activity is a multi-dimensional behavior. It is viewed most often in terms of energy expenditure and the stresses and strains associated with weight bearing and ground reaction forces. Fitness (performance- and health-related) and skill (proficiency in a variety of movements) are other important dimensions of activity. Context is an important dimension of physical activity that is often overlooked. Context refers to types and settings of activity, and includes play, physical education, exercise, sport, work, and others. Contexts per se and meanings attached to them vary with age among youth and also among and within different cultural groups (R.M. Malina, 2008).

Sedentary behavior or physical inactivity also has several dimensions. Public health and medicine view inactivity in terms of insufficient energy expenditure, force generation and health-related fitness. Sedentary behavior also has a major cultural