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❖ PHYSICAL EDUCATION AND SPORT

VIEWS OF PHYSICAL EDUCATION TEACHERS ABOUT DIMENSION OF THE MATERIAL AND MEASUREMENT EVALUATION OF THE NEW EDUCATIONAL PROGRAM OF PHYSICAL EDUCATION COURSE OF THE PRIMARY SCHOOL

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ABSTRACT

The education in every country admits to educate the human force in the qualification in order to operate the systems which are vital for the society as a task. In order that the education completes this task, the educational institutions' functions, operations and educational programs are arranged so that they meet the needs of individuals and social requirements. The physical education is the integral part of the common education. Both educations, which there is a parallelism between their objectives, bear a qualification which is complement to each other. It has been discussed to arrange the educational programs according to the today's needs in our country, and the primary and secondary educational programs have been changed based on the developments in the world and Turkey. The views of the physical education teachers, who will apply this program, about the new program are very important. Therefore, whether the views of the physical education teachers about the dimension of the material and measurement evaluation of the new educational program show difference based on the sexes and seniorities of the teachers is a subject which must be examined.

Methods

Survey included total 110 physical education teachers (65 males, 45 females). A scale in the Likert type in five has been prepared in order to determine the views of the physical education teachers about the dimension of material and measurement evaluation of the new educational program of the physical education course of primary school. In the scale, 12 cases have been presented to the teachers about the material and measurement evaluation dimension of the program, and it has been requested that the teachers have stated their views about those cases. It has been found that the scores of the permanent variables did not show meaningful difference between the groups, and two groups have been tested with t-test, three groups with single direction variance analysis, and in order to determine the difference between the groups, Scheffe-Dunnett C Multiple Comparison Test has been used. The significance level in the survey has been accepted as 0.5.

Results

As a result, the male teachers think that they experience lesser problems than the female teachers in the measurement evaluation dimension of the primary school's new physical education course program. The teachers, who have the 11–15 years of seniority, find the measurement evaluation dimension more positive than the teachers who have the seniority between 1–5 years and 6–10 years, and the views of the teachers about the material dimension of the primary school's new physical education course program did not change much based on their seniorities. And it has been determined that the male teachers have experienced lesser problems than the female teachers in the measurement evaluation dimension of the primary school's new physical education course program.

Discussion

According to the study by Yaşar et al. (2005), the teachers need the education about the measurement evaluation dimension of the program. According to the study by Gözütok et al. (2005), it has been stated that the teachers found themselves more unqualified about the measurement evaluation subject than about other dimensions of the program.

According to the study by Yaşar et al. (2005), it has been found that the teachers needed the education about the educational technologies of the program and material development dimension, and according to the study by Özşaker and Orhun (2005), the state schools were insufficient in the aspect of area, facility, tools sufficiency in the schools at 45,8% and the views of the teachers did not show the much difference based on their seniorities.

Key words: primary school, physical education, teachers.

Introduction

The education in every country admits to educate the human force in the qualification in order to operate the systems which are vital for the society as a task. In order that the education completes this task, the educational institutions' functions, operations and educational programs are arranged so that they meet the needs of individuals and social requirements. The physical education is the integral part of the common education. Both educations, which there is a parallelism between their objectives, bear a qualification which is complement to each other. It has been discussed to arrange the educational programs according to the today's needs in our country, and the primary and secondary educational programs have been changed based on the developments in the world and Turkey. The views of the physical education teachers, who will apply this program, about the new program are very important. Therefore, whether the views of the physical education teachers about the dimension of the material and measurement evaluation of the new educational program show difference based on the sexes and seniorities of the teachers is a subject which must be examined.

Material and Method

110(65 male,45 female)physical education teachers participated the research.A scale of five Likert type wasprepared to determine the Physical Education teachers views on the new teaching programme of material and testing/measurement&evaluation in primary schools Physical Education lessons.In the scale, 12 situations at the material and testing/measurement&evaluation level were given and the teachers were asked to give theirviews about these situations.Whether the results of the continuous variables have a meaningful difference between the groups was tested by T test for two groups,one-way variance analysis for three groups.To find the difference between the groups,Scheffe-Dunnet C Multiple Comparison Test was used.The level of significance was regarded as .05.The research environment consists of physical education teachers teaching at 89 official primary schools in Keçiören,the district of Ankara in 2007-2008 Education year.This research is abaut the programme which has been in use for two years. To determine the Physical Education teachers'views on the new Primary Schools Physical education Teaching Programme,a scale has been developed.The scaleis shown in **Table 1**.

Table 1

	Expressions	I don't agree at all		I don't agree		I am not sure		I agree		I absolutely agree	
		f	%	f	%	f	%	f	%	f	%
Material	1. I think that the technological hardware is enough to carry out the new education program of the physical education course for primary schools.	39	35.5	52	47.3	7	6.4	12	10.9		
	2. I think I can benefit from technological tools adequately.	19	17.3	39	35.5	9	8.2	41	37.3	2	1.8
	3. I think that my students can benefit from technological tools adequately.	25	22.7	52	47.3	13	11.8	20	18.2		
	4. I think the sources are enough for the preparation of the needed materialis	18	16.4	41	37.3	29	26.4	19	17.3	3	2.7
	5. I have financial problems when it comes to making copies of the measurement and evaluation forms.	4	3.6	20	18.2	17	15.5	54	49.1	15	13.6

Measuremenet and Evaluation	6. I think the existence of many measurements and evaluations creates a problem.	11	10.0	55	50.0	31	28.2	8	7.3	5	4.5
	7. I'm able to use observation forms, performance tests and scales adequately.	6	5.5	28	25.5	48	43.6	28	25.5		
	8. I have problems in pursuing the classifying of the students product files.	12	10.9	56	50.9	19	17.3	21	19.1	2	1.8
	9. I have problems reflecting the measurement results that are gotten from different measurement tools to grades.	6	5.5	52	47.3	26	23.6	24	21.8	2	1.8
	10. I think that the measurement and evaluation system is complex.	17	15.5	36	32.7	14	12.7	37	33.6	6	5.5
	11. I have problems in performance exercises.	6	5.5	64	58.2	15	13.6	22	20.0	3	2.7
	12. I think that it is a problem that performance exercises are done by families..	31	28.2	59	53.6	14	12.7	6	5.5		

The material dimension of this scale has been assessed as the first sub problem and the measurement and evaluation dimension has been assessed as the second sub problem.

1. Findings about the first sub problem

The first sub problem is "the views of the physical education teachers about the material dimension of the physical education course of the new education program of primary schools."

The material dimension of the study was expressed as follows:

a. Does it show differences according to the gender of the teachers?
b. Does it show differences according to the seniorities of the teachers?

a. The question; **"**does the material dimension of the physical education course of the new education program of primary schools show differences according to the gender of the teachers?" was analyzed with an independent t test. According to the test the following findings were gotten and shown in table 2:

Table 2
The differences of the views of teachers about the material dimension of the program according to their genders

	Sex	N	$\overline{X}$	S	t	P
Material	Male	65	13,17	3,54	,873	,385
	Female	45	12,58	3,43		

In table 2 views of teachers about the material dimension don't show a statistically meaningful difference according to their genders.

b. The question; **"**does the material dimension of the physical education course of the new education program of primary schools show differences according to the seniority of the teachers?" was analyzed with statistical processes and a one-way variance analysis (Anova). According to the test the following findings were gotten and shown in table 3:

Table 3
The differences of the views of teachers about the material dimension of the program according to their seniority

	The source of the variance	KT	sd	KO	f	p
Material	In groups	86.533	4	21.633	1.831	.128
	Inside groups	1240.885	105	11.818		
	Total	1327.418	109			

	seniority	N	$\overline{X}$	S
Material	**1.** 1-5 Years	11	11.64	2.97
	2. 6-10 Years	58	12.53	3.58
	3.11-15 Years	18	13.55	1.98
	4. 16-20 Years	7	15.57	5.09
	5. 21 and more	16	13.37	3.65
	Total	110	12.93	3.49

p<.05

In table 3 views of teachers about the material dimension don't show a statistically meaningful difference according to their seniority.

2. Findings about the second sub problem

The second sub problem is "the views of the physical education teachers about the measurement and evaluation dimension of the physical education course of the new education program of primary schools."

The tasting/measurement and evaluation dimension of the study has been expressed as follows:

a. Does it show differences according to the gender of the teachers?
b. Does it show differences according to the seniorities of the teachers?

a. The question; **"**does the testing/measurement and evaluation dimension of the physical education course of the new education program of primary schools show differences according to the gender of the teachers?" was analyzed with an independent t test. According to the test the following findings were gotten and shown in table 4:

Table 4

The differences of the views of teachers about the material
dimension of the program according to their genders

	Sex	N	$\overline{X}$	S	t	p
Measurement and Evalution	Male	65	19,48	3,43	5,657	,000
	Female	45	15,51	3,87		

In table 4 there is a statistically meaningful difference in benefit of the male teachers in the measurement and evaluation dimension.

b. The question which is under the scope of the second sub problem; **"**does the measurement and evaluation dimension of the physical education course of the new education program of primary schools show differences according to the seniority of the teachers?" was analyzed with statistical processes and a one way variance analysis (Anova). According to the test the following findings were gotten and shown in table 5:

Table 5

The differences of the views of teachers about the dimension of the measurement and evaluation program according to their seniority

	The source of the variance	KT	sd	KO	f	P	Difference*
Measurement and Evalution	In groups	446.550	4	111.638	8.475	.000	1–3
	Inside groups	1383.122	105	13.173			2–3
	Total	1829.673	109				

*1=1-5 Years, 2=6-10 Years, 3=11-15 Years

	Seniority	N	$\overline{X}$	S
Measurement and Evalution	1. 1-5 Years	11	17.09	3.56
	2. 6-10 Years	58	16.33	3.95
	3.11-15 Years	18	21.67	3.23
	4. 16-20 Years	7	20.00	3.83
	5. 21 and more	16	18.68	2.60
	Total	110	17.85	4.09

p<.05

In table 5 views of teachers about the dimension of the measurement and evaluation don't show a statistically meaningful difference according to their seniority.

Results

1.a) The question which is under the scope of the first sub problem; **"**does the material dimension of the physical education course of the new education program of primary schools show differences according to the gender of the teachers?" was analyzed with an independent t test. According to the test the following findings were gotten and shown in table 2:

Table:2, After analyzing the question in a .05 significance level with a t test, it was found that there isn't a meaningful difference between the material dimension and the gender variables (t= ,873; p> .05). If we look at the data that were gotten we see that the arithmetical average of the male teachers is $\overline{x}$=13,17 and that their standard variance is S=3,54, whereas the arithmetical average of the female teachers is $\overline{x}$ = 12,58 and their standard variance is S=3,43. According to this result it is seen that the average and standard variance distribution values between the male and

female teachers are comparable and despite the fact that the average of the male teachers is higher than the female teachers, the difference between these averages doesn't express statistically a meaningful difference.

b) The question which is under the scope of the first sub problem; **"**does the material dimension of the physical education course of the new education program of primary schools show differences according to the seniority of the teachers?" was analyzed with statistical processes and a one way variance analysis (Anova). Because the values [$f_{(4-105)}$ = 1.831, p>.05] are at the level of .05, so a meaningful difference couldn't be found.

According to this result it can be said that the views of the physical education teachers about the material dimension of the physical education course of the new education program of first schools don't change much according to their gender.

According to the study of Yaşar and his friends (2005) it is stated that the teachers need the following: Firstly they need to be educated about the education technologies and the material development dimension of the program, they definitely need education for efficiency, duty, work and the preperation of experiment documents, information documents and process documents; also for preparation of overhead projector transparents, preperation of slides, preparation of schemes-figures and graphics by hand, preperaion of panels, posters and powerpoint presentations. According to the studies of Gözütok and his friends (2005) it is found that the teachers perceive themselves successful in many subjects, but the observation results showed that the teachers are actually not successful at a specific level they thought they would be. Also the following points were found out: despite the fact that teachers state that they find themselves adequate in the subject of configuration, they didn't respect the views of students; they didn't form a positive and democratic communication atmosphere in the class; they stated that they see themselves adequate in issues like preparing and using materials, forming efficiency and planning the teaching process according to the new program, but they didn't provide opportunities for the students to form meaningful relations between their pre-learning and their new learnings, they also didn't provide opportunities for the students to configure the new informations; despite they stated that they are adequate in forming activities, they didn't arrange appropriate activities according to the level of the students and the current activities are not appropriate for the gains of the program; they also claimed that they are adequate in preparing portfolies, but it was found out that they didn't know the modern/contemporary methods and techniques that are needed for the preperation of portfolios and that they didn't carry them out at the requested level.

According to the observation results, the subject in which the teachers are most inadequate is the development of materials. According to the study of Özşaker and Orhun (2005) the official schools are inadequate at a proportion of %45,8 in subjects like field foundations and the sufficiency of tools-devices and the views of the teachers show not much differences according to their seniorities. In another study of Özsaker (2001) in which the views of the teachers are given, it is stated that the most important reasons why the physical education course doesn't reach its goal in official schools is that the course hours are inadequate- % 46 percent- and there aren't sufficient tools and devices- % 23 percent. In the study of Köksal (1995) it was found out that the teachers don't use course tools and devices in an adequate level and that this problem stems from the inadequacy of materials.

2. a) The question which is under the scope of the second sub problem; **"**does the views of the teachers about the measurement and evaluation dimension of the physical education course of the new education program of primary schools show differences according to the gender of the teachers?" was analyzed with an independent t test. According to the test the following findings were gotten and shown in table 4.

After analyzing table 4 we see a t test that was made with a .05 significance level about the views of the teachers on the measuremant and evaluation dimension of the new primary school physical education course program, it was found that there isn't a meaningful difference between the measurement-evaluation dimension and the gender variable. This difference is in favour of the male teachers (t= 5,657; p< .05). If we look at the data that were gotten we see that the arithmetical average of male teachers is $\bar{x}$=19,48 and that the arithmetical average of female teachers is $\bar{x}$ =15,51. In other words the average proportion of male teachers is higher than the average of female teachers. According to this result it is seen that there is a meaningful difference in the averages in favor of the male teachers. Average and standard variance distribution values between the male and female teachers are comparable and despite the fact that the average of the male teachers is higher than the female teachers, the difference between these averages doesn't express statistically a meaningful difference. According to these data it can be said that the male teachers have fewer problems than the female teachers related with the measurement and evaluation dimension of the new first school physical education course program

b) The question which is under the scope of the second sub problem; **"**does the views of the teachers about the measurement and evaluation dimension of the physical education course of the new education program of first schools show differences according to the seniority of the teachers?" was analyzed with statistical processes and a one way variance analysis (Anova). According to the test the following findings were gotten and shown in table 5:

After analyzing table 5 in an Anova test that was made with a .05 significance level about views of the teachers about the measuremant and evaluation dimension of the new primary school physical education course program, because of the formula [$f_{(4-105)} = 8.475$, $p<.05$] it is found that there isn't a meaningful difference between the measuremant-evaluation dimension and the seniority variable. According to these results it can be said that the views of the physical education teachers about the material dimension of the physical education course of the new education program of primary schools and the difference between the seniorites of the teachers are significant.

The Scheffe – Dunnett C multiple comparison tests were made to see between which groups the meaningful differences are found. According to the test results the difference lies between 1–3 and 2–3. According to this result the points of the measurement and evaluation dimension of teachers with an experience of 1-5 years is ($\overline{X}$ =17.09), the points of the measurement and evaluation dimension of teachers with an experience of 11-15 years is ($\overline{X}$ =21.67), the points of the measurement and evaluation dimension of teachers with an experience of 6-10 years is ($\overline{X}$ =16.33); so there is a meaningful difference between the views of teachers with an experience of 11-15 years ($\overline{X}$ =21.67). According to other twosome comparisons meaningful differences weren't found. This leads to the conclusion that the measurement and evaluation dimension of teachers who have an experience of 11-15 years is more positive than the dimension of teachers with experiences of 1–5 years and of 6–10 years.

According to the study of Yaşar and his friends (2005) teachers need to be educated about the measurement and evaluation dimension of the program and that they also definitely need to be educated in subjects like observation, work file, discussion, experiments, projects, study papers, students product file (portfolio) and performance evaluation which are all related with the dimension of the measurement and evaluation. According to the works of Gözütok and his friends (2005), teachers found themselves more inadequate in the subject of measurement and evaluation than in the other dimensions of the program. According to works of Yaşar and his friends (2005), it came out that the teachers need to be educated about the measurement and evalaution dimension of the program and that they also need to be educated in order to use the tools and devices for the measurement and evaluation dimension.

Suggestions

The student observation and measurement-evaluation forms should be arranged and their number should be less than before, the number of students in classes should be reduced, the assessment of homework and forms of students should be moved to an internet environment and the application period of the physical education course should be increased.

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