EVALUATION OF CLASSROOM TEACHERS' CONFIDENCE FOR TEACHING GAME AND PHYSICAL ACTIVITY COURSE

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Approval of the Graduate School of Social Sciences

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ABSTRACT

EVALUATION OF CLASSROOM TEACHERS' CONFIDENCE
FOR TEACHING GAME AND PHYSICAL ACTIVITY COURSE

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The main purpose of this study was to examine the level of classroom teachers' confidence in teaching game and physical activity course. Their experiences in teaching game and physical activity course were investigated to understand their strengths and weaknesses. Three hundred twenty participants were participated in this study from Ankara, Çankaya. Their confidence level was determined by 6-point Likert scale which was created by Spittle (2011). In addition to release classroom teacher's experiences 4 open-ended questions were asked to determine classroom teachers' strengths and weaknesses related to this course. Quantitative data was analyzed by descriptive statistics, Multivariate Analysis of Variances and t-test. Content analysis method was used for open-ended questions. Results showed classroom teachers had low level of confidence because teacher's mean scores pointed out 'somewhat agree' level according to Spittle's scale (2011) when teaching game and physical activity course in elementary schools (M=4.00, SD=.95). The scale has two sub-dimensions; Management&Planning and Teaching Sport Skills. Classroom teacher's management and planning skills higher than (M=4.24) teaching sport skills (M=3.23) in this study. There was no significant difference between males and females with regard to

classroom teacher's confidence. It was found no significant difference in teachers confidence with regard to experience year and grade level of classroom teachers ($p>0.05$). Based on study, results showed a) classroom teachers couldn't instruct the game and physical activity course regularly b) they did not have enough place to perform the course, c) they did not have enough material d) they couldn't perform the course because of crowded classrooms.

Keywords: Game and physical activity course, classroom teacher, confidence level

ÖZ

SINIF ÖĞRETMENLERİNİN OYUN VE FİZİKİ ETKİNLİKLER DERSİ ÖĞRETİMİ SIRASINDAKİ GÜVEN SEVİYELERİNİN DEĞERLENDİRİLMESİ

Ulu, Nilgün
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Bu çalışmanın amacı sınıf öğretmenlerinin "oyun ve fiziki etkinlikler" dersini uygulamaları sırasındaki güven seviyelerinin incelenmesi ve ders işleyiş esnasında yaşadıkları deneyimlerin belirlenmesidir. Araştırmanın evrenini Ankara ilinin Çankaya ilçesinde bulunan 320 adet sınıf öğretmeni oluşturmuştur. Sınıf Öğretmenlerinden Spittle (2011) tarafından geliştirilen 6'li likert yapıya sahip, 2 alt boyuttan oluşan ' Sınıf Öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken ki güven seviyeleri 'adlı ölçek ile veri toplanmış ve katılımcılara 4 adet açık uçlu soru sorulmuştur. Ölçekler kâğıt formlar aracılığıyla uygulanmıştır. Bu çalımada doğrulayıcı faktör analizi yapılmıştır. Nicel veriler betimleyici istatistik, Çoklu Varyans analizi ve Bağımlı Örneklem t Testi ile analiz edilmiştir. Araştırma sonuçlarına göre ilkokullarda sınıf öğretmenleri oyun ve fiziki etkinlikler dersi verirken kendilerine duydukları güven seviyeleri düşük düzeyde çıkmıştır (*M*=4.00, *SD*=.95) ve sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersini 'yönetme ve planlama becerileri' (*M*= 4.24), 'spor öğretme' becerilerinden (*M*=3.23) daha yüksek çıkmıştır. Ayrıca cinsiyet faktörünün, öğretmenlik deneyim yılının ve öğretmenlik yapılan sınıf düzeyinin sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken ki güven seviyeleri üzerine bir etkisi yoktur. Açık uçlu sorular yoluyla elde edilen

verilerde içerik analizi yöntemi kullanılmıştır. İçerik analizi; a) sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersini düzenli bir şekilde işleyemediklerini b) okul içinde fiziki yetersizliklere sahip olduklarını c) okul içinde materyal eksiklerinin olduğunu d) sınıfların çok kalabalık olmasının ders işleyişini olumsuz yönde etkilediğini ortaya koymuştur.

Anahtar Kelimeler: Oyun ve fiziki etkinlikler, sınıf öğretmenleri, güven seviyesi

To my mom

and

To Sibel Kaysun Karaaslan who is my biggest chance in this world

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LIST OF ABBREVIATIONS

MONE	Ministry of National Education
AMOS	Analysis of Moment Structures
CFA	Confirmatory Factor Analysis
EFA	Exploratory Factor Analysis
SPSS	Statistical Package for the Social Sciences

CHAPTER I

INTRODUCTION

Physical education is not only a class which is planned to make students physically educated but also it is designed to teach knowledge and enable children to participate moderate intensity activity (Johnson & Turner, 2016). The role of physical education in the elementary school curriculum is to help children improve their sport skills, give a chance to attend regular physical activities as a daily routines and getting involved in a physical education program children can gain both physical and personal profits (Department of Education, Victoria, 1996). Physical Education (PE) as a part of school curriculum has many crucial roles such as improving child's physical, social, and emotional development.

With regard to physical roles, children can learn fundamental motor skills in physical education. Fundamental motor skills (throwing, kicking, running, etc.) are building blocks for more specialized skills (Payne & Isaacs, 2012) and these skills are very crucial for children's physical development. When children don't develop these motor skills, they are less able to learn complex motor activities and they may hesitate to participate in physical activity in their future life (Department of Education, Victoria, 1996).

In addition, physical education has a variety of contributions to social development of children. For example, children can learn communication, cooperation, fair play, taking social responsibility, leadership skills, and respecting for others (İnan, Özden, Dervent & Küçüktepe, 2015). Another role of physical education is to improve children's emotional development such as having high self-esteem and self-confidence (İnan et al., 2015). Moreover, children imagine themselves in a safety place and can

reflect all emotions freely from their inner world (MEB, 2009). With physical education, children can learn to control and examine their feelings (MEB, 2011).

Physical education has another benefits such as reducing obesity in childhood years. Instead of physical activity, having sedentary activities may result in childhood obesity and health risks (Biddle, Gorely, & Stensel, 2004; Ekelund et al., 2006). According to the recent studies, overweight children tend to be obese in their later life (Craigie, Lake, Kelly, Adamson, & Mathers, 2011).

In other words, physical education is essential to supply lifelong physical activity habits for children in elementary schools. By means of physical education, children may create positive attitudes towards physical activity, which affects their health behaviors in a positive way and children may develop life-long physical activity participation (Spittle et al., 2011).

In Turkey, there have been some curriculum changes in physical education system in elementary schools because of having a new educational system. This new system is explained briefly below.

At the beginning of 2012-2013 academic year, Turkish Education System was changed due to 222nd Law of Elementary Education Act and Amendment on 11th April 2012. By means of this new education system, the entrance age for elementary school is decreased from 7 years (84 months) to 5.5 years (66 months). Furthermore, if parents think that their children are ready to go to elementary school, they have opportunity to send elementary school their children who are between 5 years (61 months) and 5.5 years (66 months) by signing consent form. With this arrangement, decreasing school age, learning through plays has gained importance at elementary schools as in preschools. For this reason, the name and the content of the physical education course has been updated. This new course is called “game and physical activity” which is only offered for elementary school children (grade 1 to 4). This course is taught by

classroom teachers instead of physical education teacher. For secondary and high school education, there is no change in physical education course. It is still called 'physical education and sport course' which is still taught by physical education teachers.

When we compare these two courses, the previous physical education course in elementary schools had two sub learning dimensions: 'movement knowledge & skills' and 'active participation and healthy life' (MEB, 2008). On the other hand, game and physical activity course has two basic learning dimensions: 'movement competence' and 'active and healthy life'. In addition, there are major goals and objectives in the new course to improve personal, social and thinking skills (MEB, 2012b).

Unlike the previous physical education course, game and physical activity course has 'physical activity cards' and 'manual' for classroom teachers. With this new course, classroom teachers may participate in the course as a leader and easily use child-centered learning strategies, and help the children to improve their learning and creativity (Dalaman, 2010).

In elementary schools in Turkey, game and physical activity course is taught five days per week with one hour session for the first, second and third graders. For fourth graders, game and physical activity course is applied one day per week with two hours sessions in accordance with Ministry of National Education curriculum (2012b).
The learning areas of game and physical activity course are composed of three major outcomes. These are;

i. *Movement competency*
ii. *Physically and healthy life style*
iii. *Personal, social and thinking skills*

Movement competency outcomes include fundamental motor skills (object control skills, balance and locomotion movements) and fundamental movement concepts (a, game strategies and tactics). Fundamental motor skills and movement concepts are critical to improve in elementary school years (Gabbard, 2008) because children can become competent and physically educated person when they learn these skills and movement concepts in elementary school. They also develop lifelong participation in physical activity. Without the successful development of the fundamental motor skills, children may have difficulty in learning physical activity and they may not feel the sense of achievement and enjoyment in physical activity (Morgan, 2005). Game strategies and tactics are also useful during teaching the fundamental motor skills and concepts. Classroom teachers should incorporate all these concepts in their teaching methods.

Physically and healthy life style outcomes of the course include physically and healthy life style concepts, principles, implementations, Turkish culture and values. According to National Association of Sport and Physical Education (2010), elementary school children should have 150 minutes physical education per week. Otherwise children can be inactive physically and they may show sedentary behaviors during their childhood period (Prentice-Dunn & Prentice-Dunn, 2012; Strong et al., 2005). Therefore, children might have some health problems in their later life (WHO, 2010). For this reason, physically and healthy lifestyle outcomes of the course play a critical role in promoting physically active lifestyle for children.

Personal, social, thinking skills outcomes of the course include self-knowledge, managing and coping with skills, personal responsibility, self-confidence, time management, enjoyment, communication, cooperation, observation and targeting etc. According to some research, when children participate in game and physical activity course they may feel competent and socially accepted in the society (Kulinna, Brusseau, Ferry & Cothran, 2015). According to Bouffard, Watkinson, Thompson, Causgrove, and Romanow (1996) children who have limited motor skill ability may

be less physically active in their life, so they tend to spend less time in social settings with their friends. Social aspects of the new course include a variety of concepts which should be developed in early years. This course should be applied for teaching responsibility through games and physical activities by classroom teachers.

With having three major outcomes, this course seems to be highly comprehensive and classroom teachers are responsible for teaching this course for elementary school children because of the new education system. However there are some questions and concerns related to the classroom teachers' performance in teaching game and physical activity course. The first thing that comes to mind is whether under graduate education programs are enough or not to prepare the classroom teachers for teaching this course.

During undergraduate years, classroom teachers are responsible for taking two related courses which are "Physical Education and Sport Culture" and "Physical Education and Teaching Games". Classroom teachers take these courses in their second year of undergraduate years. *Physical Education and Sport Culture* course includes basic content of volleyball, soccer, importance of physical education, human physiology, health and first aid, using gymnastic materials, exercises for healthy life and folk dancing. *Physical Education and Teaching Games* course content includes basic teaching concepts of fundamental motor skills, educational games, gymnastic, athletics, modern folk dance, planning and evaluation. This course has also theoretical and practical sessions. One hour per week is provided for the theoretical part, 2 hours per week are provided for the practical part.

Turkish literature about classroom teachers and "game and physical activity course "revealed that classroom teachers has a variety of problems in teaching this new course. For example, Güven and Yıldız (2012) showed that the lack of sport saloon and playground area is the problems for their teaching. In addition, according to Şentürk, Yılmaz and Görener (2015) courses are taken in bachelor degree are not enough to teach game and physical activity course in an appropriate way. Pate,

Mitchell, Byun, Dowda (2011) revealed that elementary schools have some problems such as inadequate time and lack of materials facing standards of physical education curriculum.

However, it should be noted that there is a limited research focusing on classroom teachers and their teaching abilities or confidence about this new course. For this reason, the number of studies should be increased. The findings of the studies probably provide a deep insight about this topic and researchers may gain benefit from the findings to improve classroom teachers' performance in this class. Moreover, new strategies should be created for enhancing classroom teachers' performance in teaching "game and physical activity course".

1.1 Purpose of the Study

With regard to Bandura's (1977) theory of social learning, teachers who have confidence in their ability to teach any course reflect their positive energy and provide effective learning environment for their students. Bandura emphasizes that teachers with high level of confidence use their knowledge in an appropriate way than teachers who have low level of confidence. There is no doubt teacher's confidence has an impact on students' learning in any course. For this study, one of the major concerns is whether classroom teachers have enough confidence in teaching game and physical activity course effectively in elementary schools or not.

According to Walkey (1992) some universities are insufficient to improve self-confidence of classroom teachers to cope with any physical education or physical activity curriculum. Unfortunately, some preservice classroom teachers may graduate from universities without having any practical course related to physical education or physical activity. They just begin to teach physical education or physical activity course without having enough knowledge in elementary schools. As a result of lack of experience in teaching physical education or physical activity course, classroom teachers tend to have low level of confidence in teaching and they have difficulties in

fulfilling physical education or physical activity curriculum goals and objectives. Some studies support these claims and show that classroom teachers are unable to teach physical education or physical activity course because of their unqualified properties (Cundiff, 1990; Hickey, 1992).

A similar finding by Xiang, Lowy and McBride (2002) shows that classroom teachers thought themselves inadequate in teaching physical education after observing a physical education teacher during course which resulted in feeling lack of confidence and inadequacy. For this reason, classroom teachers may start to avoid teaching physical education or any physical activity course in their school settings.

A study which is conducted Morgan and Bourke (2008), the classroom teachers' confidence to teach physical education course showed only moderate levels of confidence in their teaching abilities. They have some obstacles which are generally related with classroom teachers refraining from teaching the game and physical activity course, and especially specific content areas, such as gymnastics and water sports. In other countries, such as Australia, after leaving up physical education course to classroom teachers with new reform in elementary schools, they have narrow training in this subject area (Green, 2008).

Therefore, it is important to examine classroom teachers' confidence in order to find strategies to improve their self confidence in teaching any physical education or physical activity course. Based on this, the main purpose of this study is to examine the level of classroom teachers' confidence in teaching game and physical activity course. In addition, their experiences in teaching game and physical activity course are investigated to understand their strengths and weaknesses.

1.2 Research Questions

There are two main research questions in this study. In addition, three sub-questions for first main question and four sub-questions for second main questions were investigated.

Research Question 1.

Do classroom teachers have enough confidence to teach game and physical activity course in elementary schools?

Sub question 1

Does gender affect classroom teacher's confidence to teach game and physical activity course?

Sub question 2

Does experience year affect classroom teacher's confidence to teach game and physical activity course?

Sub question 3

Does grade level of teachers affect the confidence of classroom teacher during game and physical activity course?

Research Question 2

What are the experiences of classroom teachers in teaching game and physical activity course?

a. How many hours do you have game and physical activity course in a week?

b. What are your strengths and weaknesses while having game and physical activity class?

c. Do you use materials when you teach game and physical activity course?

d. What kind of difficulties do you have when you perform game and physical activity course?

1.3 Significance of the Study

Physical Education course in elementary schools gives opportunity to have an enthusiastic, supportive, and encouraging environment for young children (Spittle, 2011). Children can have fun, develop healthy and positive attitudes towards physical activity with the help of this course. For some of children, game and physical activity course may be the only way to have physical activity in elementary schools (Morgan, 2005). For this reason, this course should be provided in a developmentally appropriate way and arranged in a high quality for children's development. From this perspective, classroom teacher has crucial roles such as organizing effectively the space, providing adequate sport equipment to make children physically active during the course. Classroom teachers should arrange the student-centered environment, by this way learning occurs when students are being physically active. Teachers should plan the course to have maximum participation for both individual and group games.

On the other hand, ineffective teaching strategies, avoidance behaviors, lack of information, negative manner towards physical activity and doubts about teacher's teaching abilities may have highly impact on children's viewpoint about physical education or physical activity course (Morgan & Bourke, 2005). For this reason, teachers who are responsible for these courses should have enough knowledge and confidence in teaching.

This study will provide an important knowledge about classroom teacher's levels of confidence while teaching game and physical activity course. Moreover, this study produces information about whether gender, experience year, grade level affect classroom teacher's confidence level or not. Furthermore, the findings will be used for making recommendations about classroom teachers' needs in terms of teaching "Game and Physical Education" course.

1.4 Definitions of the Terms

Physical education: It is the learning that when students have possibility to become involved in physical activity (Johnson & Turner, 2016).

Games and physical activity course: To increase children's physical activity level, it consist of local, traditional, creative games and activities which improve locomotor skills (i.e., walking, running, and jumping), balance skills (i.e., twisting, standing, and swinging), manipulative skills (i.e., throwing, catching, and striking), and combined skills (i.e., aiming, sending, and movement games) and also health-related skills (e.g., healthy nutrition, knowing the positive effects of physical activity on health) which are combined with individual and team games and activities (İnan, Özden, Dervent & Küçüktepe, 2015).

Classroom teacher: Teacher who is responsible for all aspects of student's academic program and curriculum such as literacy, mathematics, science, games and physical education.

Preservice classroom teacher: Pre-service teacher is still a college student who is responsible for all aspects of student's academic program and curriculum such as literacy, mathematics, science, games and physical education.

Physical education teacher: Teacher who is organizes games and physical activities for children to improve locomotor skills balance skills, manipulative skills and also health-related skills.

Ministry of education: It is a governmental department which is responsible for country's education.

Confidence: It is an optimistic feeling that person who is able to do something.

Self-confidence: It is a feeling that personal ability and capability to do something.

Fundamental motor skills: The skills are defined as building blocks for highly complex skills and they should be developed in early childhood years.

Physical activity: It is all bodily motion that can be generated by the contraction of skeletal muscle. It enhances energy outgoings over a basal level (CDC, 2015).

Elementary school: The first four years of a child's formal education in Turkey.

CHAPTER 2

LITERATURE REVIEW

This chapter includes theories about self-confidence, game and physical education course curriculum, classroom teacher's experiences during game and physical activity course and classroom teachers' confidence during physical education course in other countries.

2.1 Theories about self-confidence

In this study, the main aim is evaluating the classroom teacher's 'confidence level' during game and physical activity course in elementary schools. That's why explaining 'what is self-confidence' deeply make the study more understandable. According to Bandura (1977) self-confidence is a common cognitive mechanism for improving people's motivation, thought patterns, emotional reactions, and behaviors. If these patterns are done repeatedly and viewed as success, level of self-confidence will increase; if these experiences are viewed as failures, self-confidence will decrease. Moreover, by means of having self-confidence people can do more effective and creative works. In school system, if teachers can have self-confidence during courses, they can produce more creative works. Because creative teacher can make student's learning more relevant and also enjoyable. (Nooriafshar, 2004). As a result, teachers should develop improved confidence to have more effective teaching.

Jones and Mason (2012) observed that teachers without confidence cannot cope with the unexpected or unintended situations. Pedagogically, if a teacher has under-confident or under-competent characteristics they tend to be reluctant to let children be free. So this reducing level of freedom result in disengagement of students (Brown,

2010). Cotton (2013) found confident teachers supportive of learners for new concepts, make them ask questions, deal with problematic behaviors, and let the students to make connections. According to Cotton (2013), teachers who has confidence can design a creative pedagogy and make students more active in the course.

If a teacher has high efficacy and confidence, this result in student's achievement (Ashton, 1984). On the other hand, if teachers have low efficacy and confidence, this result in low student's achievement and teacher education programs systematically develop both confidence and efficacy (Tschannen-Moran et al., 1998). Such teachers are also more enthusiastic and open to using different methods. As a result, with regard to physical education, teachers who have low efficacy and confidence toward teaching elementary physical education, it may result in low quality of teaching physical education (Tschannen-Moran et al., 1998).

2.2 Game and physical activity course curriculum

The ministry of education, starting from the beginning of 2012-2013 academic semesters, has reconstructed the Turkish education system (4+4+4) as 4 years for elementary schools, 4 years for secondary schools and 4 years for high schools. Starting age for elementary school was decreased. The educational system was changed and a new course was applied which is called 'game and physical activity course' instead of physical education and sport course from 1th to 4th grade of elementary school children and this course is thought by classroom teachers.

Purpose of the game and physical activity course:

The purpose of game and physical activity course is that teaching and improving fundamental motor skills, lifelong physical activity habits and healthy life style for students. Game and physical activity has some basic principles as listed below:

Game and physical activity course is designed by learning through games. The course has holistic approaches. In this course, student centered environment is so important and this course is process-driven instead of result-oriented. Learning by practicing is preferred and during the course both individual and group learning is used. Improving creativity, critical, reflective thinking and problem solving skills are so crucial for this course. Furthermore, fair play and having fun during courses are also basic components of game and physical activity course.

There are game and physical activity course outputs which are expected from students after graduating from elementary schools;

Students can use some fundamental movement skills in basic games and physical activities by showing self-confidence. These are; walking, running, jumping, rolling and object control skills such as throwing, catching etc.

- With regard to fundamental motor skills children could use their body in a more efficient way in their future life. In addition to this, these fundamental motor skills help children to learn more complicated game and sport skills which face to in their future life. That's why learning these skills are crucial in elementary school years.

- When children using fundamental motor skills they could understand how their body parts work and what is personal area. They could understand some concepts related to sport such as fast-slow, strong-week etc. This accumulation of knowledge helps children to use these concepts properly in their future life during doing sport and other physical activities and also they could integrate these concepts into other parts of life.

- Children could learn strategies and tactics during game and physical activities. With regard to learning these tactics children could improve their problem solving skills and it contributes to children's mental development positively.

- Children could know some concepts about being healthy and improving healthy life style such as nutrition, hygiene, safety, muscles, flexibility etc. By means of learning these concepts in elementary school years help children to use these terms in appropriate way in their future life.

- Children know that staying healthy and developing some healthy behaviors by participating game and physical activities regularly because they have to do physical activities at least 1 hour every day and it has to include 20 minutes vigorous level physical activities. That's why children have to participate in game and physical activities as suggested in curriculum.

- With regard to game and physical activity course children could learn Turkish culture and values such as traditional games and folk dances. By this way, children could transfer these learnings to next generations.

- By help of game and physical activity course, children could learn self-knowledge, coping skills, personal responsibility, self-confidence and time management. Children could meet these characteristics lifelong which are improved through game and physical activity course.

- Children could develop communication, cooperation, fair play, leadership skills during game and physical activity course.

- Children experience some skills such as targeting, planning and problem solving during the course and they reflect these skills to daily life.

Physical Activity Cards:

In this curriculum, for performing the game and physical activity course, physical activity cards are used. Physical activity cards are associated with learning outcomes. These cards have two colors; yellow and purple. Yellow cards includes; teacher's card,

fundamental motor skills cards, sense of health cards, combined movement cards, no obstacle for sport cards, movement competence cards and nutrition pyramid cards. On the other hand, for purple group; teacher's cards, racket games cards, attack games, catching games, active participation cards, sense of health and no obstacle for sport cards.

Teacher's cards are guiding for usage of other cards. Yellow cards are appropriate for first, second and third grade children considering their age and development characteristics, on the other hand, both yellow and purple cards are proper for fourth grade children. In addition to physical activity cards to guide for classroom teachers 'I am playing game booklet' is prepared. In this book, there are traditional and creative games. Classroom teachers can use this booklet to enrich the game and physical activity course. There is a physical activity card sample (MEB, 2012) in *Figure 3.1.*

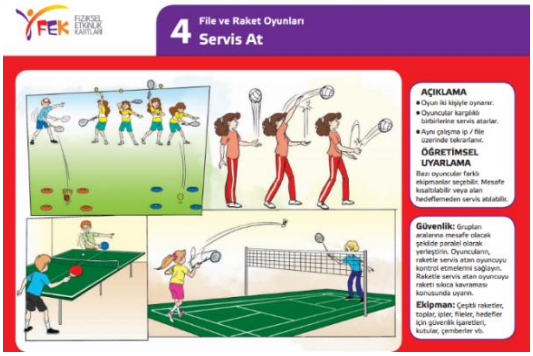

Figure 3.1 Physical activity card sample

Assessment and Evaluation:

Assessment and evaluation process of the course is so crucial in game and physical activity curriculum. This evaluation has to be student-centered and it continues from beginning to end of the course. When evaluating children, the classroom teacher should not forget about individual differences among children. Regular observation is

so important for deciding whether there is any progress for children or not. In addition to this, there is an evaluation part, check list for learning outcomes, rubrics and short open-ended questions to help teacher's observation.

2.3 Classroom teachers' experiences when teaching game and physical activity course in Turkey

In Turkey, there are some studies about classroom teacher's confidence when performing game and physical activity course. These studies are summarized below.

Dağdelen and Kösterelioğlu (2015) emphasized that classroom teacher's problems during game and physical activity course with first and second grade children in the study. 6 male, 4 female classroom teachers participated in this study. Their age range was from 28 to 45 years. For data collection, they used semi-structured interview method for classroom teachers from Amasya. They recorded the responses with a camera then analyzed all the responses in detail. According to results of this study, classroom teachers think that performing game and physical activity course for 5 hours in a week is so effective for children in elementary schools and this course develops children physically, socially, and also mentally. They asserted that classroom teachers use 'physical activity cards and also game and physical activity booklet during course. On the other hand, results showed that there is no enough area for doing game and physical activity course such as garden or sport saloon. In addition to this, classroom teachers taught other courses such as math, science instead of game and physical activity course because of heavy curriculum in schools.

Another study was done by Alincak, Ayan and Abakay (2015) on classroom teacher's assessments about performing of game and physical activity course in elementary schools. The study included 39 male, 21 female participants in Gaziantep. From these 60 classroom teachers, 34 of them revealed that they didn't take game and physical activity course in their undergraduate education. On the other hand 26 classroom

teachers took this course during undergraduate education. Classroom teacher's experience year ranged between 1-15 years. Researchers used semi-structured interview method with open-ended questions. Researchers conducted qualitative research method. According to results, they pointed out that 33.4 % of classroom teachers cannot use the game and physical activity curriculum during the course because the course content is not appropriate for elementary school children level. Approximately 29.2 % of classroom teachers think that they couldn't perform this course because of inadequate physical area and socio-economic status of district. In addition to this, 5% of them think that classroom teachers cannot teach game and physical activity course because of lack of information.

Ceylan (2015) examined a study about second grade of teachers' experiences during game and physical activity course for second grade elementary school children and to understand whether there is any significant difference between gender, experience year, district of school, teacher's major and classroom teacher's experience. The participants of the study were 22 female, 38 male classroom teachers from Konya. Approximately, 58.3 % of teachers graduated from department of classroom teachers, 13.13 % of teachers graduated from faculty of art and sciences. To collect data, a 5-point Likert questionnaire were used. According to the results, 91.6 % of classroom teachers think that game and physical activity course is so important in elementary school for second grade children in terms of cognitive, social, affective and physical domain. In this study, 86.6 % of classroom teachers added that game and physical activity course is crucial to have lifelong sport habit for elementary school children. Approximately, 45.4 % of them needed to more equipment for game and physical activity course and nearly 80% of classroom teachers also thought that they can perform the course regularly as suggested one hour every day and the curriculum, content of the course and learning outcomes are appropriate for children's development. In addition to this they revealed that there is no difference between genders, experience years, district of schools, teachers major and classroom teacher 'experience when they are teaching the course.

A similar study from Şentürk (2014) was on classroom teachers' experiences when teaching game and physical activity course in elementary schools. The study conducted to 49 female, 44 male classroom teachers from Çanakkale. For data collection, a questionnaire which is developed by Tortop (2010) was used. The study revealed that 73.1 % classroom teachers could perform the class as suggested curriculum, almost 12.9 % of them preferred other courses instead of game and physical activity course. They explained the reason behind it; classroom teachers don't have enough education in universities and also seminars. In this study 54.8 % of them think that physical education teachers should teach this course instead of classroom teachers. Contrary to Ceylan (2015), there is a difference between genders that men feel themselves more competent than women during the course.

Tel, Bozkurt and Celayir (2016) examined a study which is about first grade classroom teachers' experiences during game and physical activity course from Muş and Elazığ. The study was conducted to 73 female, 113 male classroom teachers. Their experience year ranged between from 1 to 20. To collect data a 5-point Likert questionnaire was applied to classroom teachers. According to the results; there was a significant difference between male and female for teaching game and physical activity course. For example, 'female teachers are teaching literacy or children are playing freely in the garden during the game and physical activity course.' Female teachers preferred free play instead of teaching the content of the course. Moreover, female teachers think that instead of classroom teachers physical education teachers should perform the game and physical activity course. There was no significant difference between experience year and teacher's teaching ability of game and physical activity course. Teachers need more area and equipment for performing the course. Lastly, game and physical activity booklet need to enrich to make the course more appropriate children's development.

Çoban, Karakaya and Coşkuner (2010) conducted a study with 39 female and 41 male classroom teachers about whether game and physical education booklet is effective to

teach game and physical activity course or not. According to results; game and physical activity booklet is not understandable for classroom teachers and elementary school children's level. These books should be revised to make it clearer for teachers. Nearly 60% of classroom teachers stated that also they don't know enough games for children and also 64 % of them couldn't use any materials during the course.

Boz and Yıldırım (2014) carried out a study about the challenges faced by the teachers of 1st grade in the 4+4+4 Education System. The study was applied to 301 classroom teachers from 73 government schools. Their experience year ranged between 1 to 35 years. Results showed that 35.5% of classroom teachers had moderate level of problems with 66-71 month children when teaching game and physical activity course, on the other hand 76.2 % of classroom teachers have problems frequently with 60-65 month children because of crowded classrooms, socio-economic status of region, and lack of sport materials, small classroom and sport area.

Contrary to other studies, Dalaman (2010) studied with 561 classroom teachers in Konya. 128 of them were first grade classroom teachers and 93.8 % of first grade classroom teachers believed that they can teach movement skills and healthy and active life style to elementary school children. 122 of them were second grade classroom teachers. Approximately 97 % of them believed that they can teach movement skills and healthy and active life style to elementary school children. 132 of them were third grade classroom teachers and 87.5 % of classroom teachers can educate children in movement skills and healthy and active life style in elementary schools. On the other hand, 91 % of the 140 fourth grade classroom teachers believed that they can teach movement skills and healthy and active life style to elementary school children. According to the results, in this study all classroom teachers were confident to teach game and physical activity course to elementary school children. They gave importance to game and physical activity course to improve doing sport habit for elementary school. Moreover, teachers stated that school administration should support teachers to have more sport equipment and area to give better sport education.

In Turkey, classroom teachers' main concerns about their school is poor facilities during teaching game and physical activity course (playgrounds and sport saloons, garden, sport materials) in elementary schools. In addition, their poor teaching background about game and physical activity course, crowded classrooms, heavy elementary school curriculum. Although there are some information about classroom teacher's experiences in teaching game and physical activity course in elementary schools in Turkey, there is a lack of information about the issue in Turkish schools.

2.4 Classroom teachers' experiences about teaching game and physical education course in other countries

Similarly, in other countries 'Physical Activity Course' is taught by classroom teachers same as in Turkey. There are some studies about classroom teacher's confidence when performing physical education course. In addition to this, these studies show that classroom teachers have same problems as Turkey which are summarized below.

Bandura's (1977) theory of social learning , individuals with low level of confidence may feel uncomfortable with the content, environment and teaching strategies because of ineffective teaching, avoidance behaviors, and a negative attitude towards physical education which can affect student attitudes (Morgan & Bourke, 2005). During the primary school years positive attitudes towards physical activity should be encouraged. For some students, PE at school may be the only opportunity they have to engage in any type of physical activity (Morgan, 2005). That's the way that teachers have to be more competent and confident to teach learning outcomes of the game and physical activity course. That's why there are some studies about classroom teacher's experiences during game and physical activity course.

Barney and Deutsch (2009) studied with 205 females and 14 males' elementary classroom teachers from 18 elementary schools in three states of USA (North Dakota, Oklahoma and Utah).Their teaching experience of the participants were ranged from

34 years to the first year of teaching. The researchers constructed a survey with seven statements. Six statements had a 5-point Likert scale and one statement was a yes/no statement. The purpose the study was better understanding of classroom teachers' attitudes and perspectives towards elementary physical education. According to results classroom teachers in all three states strongly agree (Oklahoma 95%: North Dakota 78%: & Utah 91%) that physical education is so important for the students. Moreover, classroom teachers in Oklahoma (85% strongly agreed) and Utah (70% strongly agreed) revealed that movement skills and sport knowledge in physical education is so important for elementary school student's future lives. According to other responses from classroom teachers, they believed that physical education can help students' obesity problem" and with "P.E. students can learn social skills, teamwork, communicating with others, working with others, discipline, strategies in games and problem solving skills and healthy lifestyle" and "with regard to P.E. students can release their energy." Lastly, classroom teachers revealed that with regard to physical education teacher, they feel more confident themselves during physical education course if there was no physical education teacher in their school, they would feel unconfident themselves when teaching physical education course. That's why elementary classroom teacher's need to promote their programs to gain support.

Similarly, Xiang, Lowy and McBride (2002) conducted a study with 92 female, 5 male preservice classroom teachers in US. 6-point Likert scale was used and also there were two open-ended questions to examine preservice classroom teachers' beliefs about elementary physical education about teaching elementary physical education after college. Both quantitative and qualitative data revealed that the preservice classroom teachers revealed similar responses about the importance of elementary physical education for elementary school children. They believed that P.E. contributes to the children's all developmental areas. It gives a chance to improve children's physical fitness and show a way to a healthy and active lifestyle for their future. In addition to this, children can learn motor skills in elementary physical education. On the other hand, according to the results, some preservice teachers show unwillingness to teach

physical education in elementary schools, they feel themselves unconfident to teach physical education course. These preservice teachers explained that they did not choose to teach physical education because they have no personal interest in physical education and it is very difficult to manage children in physical education environment such as garden or sport saloon.

Morgan and Bourke (2005) conducted a study with 70 male and 415 female generalist preservice and in-service teachers from 37 different schools in Australia. For data collection process, researchers used a six-point Likert scale (with response options from strongly disagree to strongly agree) which was about the self-perceived levels of confidence in teaching P.E. Questionnaire had 7 teaching parts such as; Major Games, Gymnastics, Athletics, Dance, Aquatics, Fitness and Motor Skills. According to results, overall responses were 'agreed slightly' about classroom teacher's confidence level in teaching PE. From 7 parts of teaching area, 'teaching motor skills' had the highest score. Classroom teachers feel themselves more comfortable during teaching motor skills in P.E. classes. Secondly, they feel more confident when teaching major games and fitness. On the other hand, according to results, they feel least confident and competent about teaching gymnastics, aquatics and athletics. In addition to this, from general responses, there was no significant difference between confidence level of PE teaching and gender. However, when looking at individual PE content areas, male classroom teachers were more confident than female classroom teachers when teaching major games, motor skills and fitness & athletics. On the other hand, Females were more confident teaching dance when compared to male classroom teachers. Lastly, there was no significant differences between teaching aquatics and gymnastics regarding to gender.

Similarly, Morgan & Bourke (2008) conducted a study about confidence level of teachers during P.E classes. Data was collected from 386 preservice and 53 in-service teachers in New South Wales (NSW), Australia. Results show that 'moderate' level of confidence in classroom teacher's PE teaching abilities. According to results,

approximately 73% of in-service and 79% of preservice teachers were anxious with some activities. Approximately 56.1% of classroom teachers don't prefer to teach gymnastics in PE classes because of safety issues. Followed by aquatics 26.6%, major games 7.4 %, dance 4.6%, outdoor education 2.7% and athletics 2.5%.

Morgan (2005) conducted a study with 189 classroom teachers in Australia with 6-point Likert scale. Results show that most of classroom teachers feel themselves unconfident. Inadequate training, lack of time, interest, crowded classes, limited resources and support are some of the major barriers to teach effective physical education. Because of these barriers teachers have low level of confidence to teach especially gymnastics and aquatics once again.

It can be seen that there are limited number of researches focusing on classroom teachers and their teaching abilities or confidence about physical education and sport course and they have same problems with Turkey when teaching the course. For this reason, the number of studies should be increased and classroom teacher's teaching abilities and performance should be improved in this class.

CHAPTER 3

METHOD

In this chapter the research design is explained, followed by sampling, instrument, adaptation of the scale, data collection procedures, data analysis.

3.1 Research Design

In this study, descriptive research design was used. Descriptive design is crucial because information can be gathered without manipulation and also it can be seen as representation of relationship between variables statistically (Fraenkel, Wallen, & Hyun; 2012). Before collecting main data, the pilot study was put into practice to adapt the classroom teacher's confidence instrument. Instrument was translated into Turkish language and also adapted to Turkish culture. Adaptation processes of the instrument were described in part 3.6. The questionnaire consists of additional four open ended questions to get detailed information about the participants' experiences in teaching game and physical activity course. The questions were listed in part 3.3.

3.2 Sampling and Participants

The study included 320 classroom teachers from 32 public schools in Çankaya, Ankara. Classroom teachers' age range was between 22 to 62 years old (M= 35.46, SD= 9.475). There were 147 women and 173 men (M= 1.54, SD=.499).

There were 101 classroom teachers teaching first grade children, 66 classroom teachers teaching second grade, 86 teachers teaching third grade and also 67 teachers teaching fourth grade students. Among them, 277 classroom teachers had a bachelor's degree and 43 participations had a master's degree. In addition, their teaching experience

range was from 1 year to 42 years in elementary schools. The demographic profile of classroom teachers was presented in Table 3.1.

In order to collect data, convenience sampling was applied for school selection to the ease of selecting schools and easy access. Firstly, Çankaya district was chosen for data collection because Çankaya is the biggest district Ankara. It's also central. By this way, generalization of the results has been increased from sample to population. After choosing Çankaya, the list of schools and number of teachers in there were obtained from Ministry of National Education. Then, researcher went to these selected schools in Çankaya and got permission from administrators. Finally, volunteer classroom teachers took part in survey. Totally from 782 classroom teachers in 32 public schools in Çankaya, 320 of them wanted to be volunteer to participate in the study.

Table 3.1

Demographic Profile of the Classroom Teachers

Variables	*Category*	*n*	*%*
Gender			
	Female	147	46
	Male	173	54
Education Level			
	Bachelor's	277	87
	Master's	43	13
Grade Level			
	First Grade	101	32
	Second Grade	66	21
	Third Grade	86	27
	Fourth Grade	67	21

3.3 Data Collection Instruments

The Classroom Teachers Confidence Questionnaire evaluates the self-perceived levels of a classroom teacher's confidence while performing game and physical activity course in elementary schools. Classroom teacher's confidence scale was developed by Spittle, Watt, & Spittle (2011). The questionnaire was developed by the Victorian Institute of Teaching (VIT) and it was recognized The Australian Council for Health, Physical Education and Recreation (Spittle et al., 2011). Items of questionnaire are congruity with the objectives of the games and physical activity course and the items comprise the teaching dimensions. Two experts from PE area confirmed the appropriateness of the questionnaire for this study. For this reason, this questionnaire was used in this study. The original version of the scale was in English and the scale was translated and adapted the scale into Turkish. The scale has three sections:

The first section is composed of the demographic information which is generally used to get detailed information from participants such as; age, gender, experience in career and education level.

The second section contains 24 items with two sub dimensions: managing and planning and implementation. In the questionnaire, there is a statement for participants; 'I am confident in my ability to' on a six-point Likert scale and it ranges from strongly disagree to strongly agree. For example: 'I am confident in my ability to teach motor skills and complex movements' or 'I am confident in my ability to teach fitness related skills and activities' to demonstrate an understanding of assessment in physical education in relation to the curriculum'.

Last section consists of four open-ended questions. A question and answer technique was conducted with classroom teachers by asking open-ended questions to get information about their confidence level while performing game and physical activity course. Questions were prepared by the researcher and an expert from P.E. area. The following open-ended questions were provided at the end of the questionnaire.

1. How many hours do you have game and physical activity course in a week?
2. What are your strengths and weaknesses while having game and physical activity class?
3. Do you use materials when you teach game and physical activity course?
4. What kind of difficulties do you have when you perform game and physical activity course? (See Appendix D)

3.4 Data Collection Procedures

This study was conducted at the spring term of 2015-2016 academic year. Before collecting data, the first step was to receive approval of the study from METU Applied Human Subjects Ethics Committee (see Appendix A). Secondly, legal permissions were obtained from Ministry of National Education. The researcher contacted classroom teachers and administration of elementary schools to inform them about the purpose of the study and to get their permissions. Before applying instrument, the participants were informed and consent forms (see Appendix C) were gathered from the participants in the study. The participants filled in the questionnaire with the paper-pencil technique. All parts of the questionnaire and details were explained to the teachers. It is promised that names of the participants, their personal information and also results will be kept confidential for ethical issues. Researcher's contact information was written at end of the scale, if they have any questions or concerns related to the study they want to learn the results.

3.5 Data Analysis

In the present study, descriptive and inferential statistics were used for the quantitative data. Descriptive statistics were performed for all variables and means. Standard deviations were also presented. As for inferential statistics, multivariate analysis of variances (MANOVA) was utilized to test differences between more than two population means and the t statistics were applied for drawing conclusion about population means and mean differences. Moreover, assumptions for univariate analysis were checked before conducting inferential analysis (Field, 2009). For the

current study, an alpha level was utilized as .05 that means the results of analyses are true with a 95% of probability. Additionally, if alpha level is smaller than .05, it means that there is significant difference between variables. All analysis was performed by using the Statistical Package for Social Sciences version 22. For the qualitative data, conventional content method analysis was used (Hsieh & Shannon, 2005). Firstly, open-ended questions were identified. Afterwards frequencies of answers were transcribed and categorized according to the questions. These determined categories were organized in parts. Finally, findings were interpreted by the researcher.

3.6 Adaptation of Confidence to Teach Elementary Physical Education Scale

The sample size of the adaptation study involves 301 classroom teachers. The data collected via online survey software. In this study, there were 134 women, 167 men classroom teachers as presented in Table 3.2 below. Age range was from 22 to 63 years old. In addition, their teaching experience range was from 1 year to 40 years in elementary schools. There were 96 classroom teachers teaching first grade students, 63 classroom teachers teaching second grade, 80 teachers teaching third grade and also 64 teachers teaching fourth grade students. Among them, 263 classroom teachers had bachelor's degree and 40 participations had master's degree as presented in Table 3.2.

In this study, 3 experts translated the scale from English to Turkish (Jones, Lee, Phillips and Jaceldo, 2001). Then other 3 experts who don't know anything about the original form of the scale translated the questionnaire from Turkish to English. After translations, last version was modified by a physical education expert and the expert also compared the original one with the new version of the scale with regard to semantic and idiomatic equivalences (Beaton, Bombardier, Guillemin, & Ferraz, 2000). In order to provide validity, these questions were asked to translators ; a) are the questions are relevant, b)are the questions are graspable, c) do you think that questions are suitable for Turkish culture and d) do you have any suggestions for questions (McBride, Altunsöz, Su, Xiang & Demirhan; 2016). In addition, the questionnaire was checked by 15 classroom teachers before it was applied. According

to teachers' feedbacks and comments, minor revisions were made and, it is understood that the questionnaire was appropriate to use in Turkish population. Finally, final version of 'The Classroom Teachers Confidence Questionnaire' was prepared.

Table 3.2

Demographic Profile of the Classroom Teachers for Pilot Study

Variables	*Category*	*n*	*%*
Gender			
	Female	135	45
	Male	168	55
Education Level			
	Bachelor's	263	87
	Master's	40	13
Grade Level			
	First Grade	96	32
	Second Grade	63	21
	Third Grade	80	26
	Fourth Grade	64	21

3.7 Data Analysis for Pilot Study

Exploratory Factor Analysis Results

Before performing the exploratory factor analysis, required assumptions and univariate normality were checked to improve multivariate normality. Skewness-Kurtosis values, normality tests (Kolmogorov-Smirnov and Shapiro-Wilk), histograms and Q-Q Plots were checked. According to results, none of the items were below or above from the intervals of -3.00 and +3.00 (Tabachnick & Fidell, 2007).

Furthermore, the scores were distributed around the line in Q-Q Plots which was an evidence for univariate normality. The other assumptions such as “linearity”, “metric variables” and “no outlier” were checked and satisfied. Univariate normality assumption was not violated and the data was found to be normally distributed. Multivariate normality was tested with Mardia’s test. Significant test results (.00, p <.05) were an indicator of the violation of Multivariate normality. Therefore, exploratory factor analysis was used with principle axis factoring.

Principal Axis Factoring (PAF) method was used to show possible factors, followed by an oblimin rotation to extract stable factor loadings for each item. Principal Axis Factoring (PAF) method was preferred because with compared to Maximum Likelihood, PAF gives more appropriate solutions when multivariate assumption was violated (Finch & West 1997). An oblique rotation was used because it was presumed that there was relationship between extracted factors which would be moderately correlated.

In order to show the factorability of the scale, correlation matrix was checked considering correlation coefficients of .30 and above. According to results there were correlations among the items higher than .30 (Hair et al, 2006). Due to the scores were scattered, any preliminary judgments were hard to make between factorial structures. However, it could be 2 or three factor structures when trying to configure out the items which were .30 and above. In addition, Kaiser-Meyer-Olkin (KMO) test score (.94) was above the criteria score of .60 (Tabachnick & Fidell, 2007). Also Barlett’s test of sphericity was significant χ 2 (DF=136) = 2904, 8, (p<.05). Results were presented in Table 3.3.

Table 3.3

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.94
Bartlett's Test of Sphericity	Approx. Chi-Square	2904.83
	Df	136
	Sig.	.000

As a rule of thumb, for adequate sample size N/p ≥10 is more preferable than, N/p ≤ 5. In the present study the 301 sample for a 24 item scale was considered enough when considering N/p≥10 formula. So the sample size, item ratio of the study met the requirement for conducting EFA. By this way, it can be said that conducting Exploratory Factor Analysis was appropriate for this study.

Results of factor loadings with Principal Axis Factoring (PAF) method followed by a direct oblimin rotation revealed that items loaded to the first factor and second factor are related to each other but there were some cross-loaded items because of their factor loading values' were smaller than .30 which means that they were all non-significant (Hair et al, 2006). These item's (5th, 8th, 9th, 10th, 14th, 21st and 23th) factor loading range between .10 and .21. That's why these items in this questionnaire were omitted from the scale as listed below. Factor loading results were presented in Table 3.4.

5. Teach the movement skills of dance (e.g. responding to movement stimuli such as rhythm and beat and reproducing movement sequences).
8. Understand the relationship between physical activity and health.
9. To use a range of technologies (e.g. ICT, heart rate monitors, movement analysis tools) to support and engage student learning in physical education.

10. Identify the prior knowledge and the learning strengths and weaknesses of students in physical education.
14. Use my knowledge of effective pedagogical approaches and learning styles to the areas of physical education.
21. To use a range of protocols to assist classroom management strategies that are unique to physical education (e.g. safety rules, putting away equipment, stop signal).
23. Address the learning needs of all students in physical education including the gifted, talented, disadvantaged or disabled.

The factor 1, which includes items 1,2,15,12,7,4,24,3,6,11,16,22 and 18 were about the teacher's confidence with regard to classroom teacher's management and planning skills. Hence, Factor 1 was named as "Management & Planning". The factor 2, which includes items 13, 17, 19 and 20 were about the classroom teacher's confidence regarding teaching specific sport skills. Hence, Factor 2 was named as "Teaching Sport Skills".

Table 3.4

Factor Loadings

Item	*Factors* 1	2
15. Understand the educational rationale for the inclusion of physical education in the school curriculum	**.79**	
12. Effectively communicate information to students, teachers and parents about student achievement in physical education	**.78**	
1. Teach motor skills and complex movements	**.74**	
2. Demonstrate an understanding of assessment in physical education in relation to the curriculum	**.71**	
7. Establish clear, challenging and achievable learning goals for students in physical education	**.70**	
24. Demonstrate an understanding of the need for the mastery of fundamental motor skills as an important factor in children's participation in physical education	**.70**	
4. Plan a physical education program across a unit, term, and year to match the learning outcomes of the curriculum	**.68**	
11. Use my knowledge of resources and organizations to assist with the development of the physical education curriculum	**.66**	
6. Teach the skills and activities of team games and sports (e.g. tactics, sports-specific skills, rules and the roles of various positions)	**.65**	
16. Maintain accurate records of students learning in physical education	**.65**	
3. Teach outdoor experience activities (e.g. bushwalking and basic orienteering)	**.65**	

22. To self-evaluate and revise learning activities in physical education	**.60**	
18. Create and maintain a learning environment which is student centered and maximizes physical activity and participation	**.58**	
19. Teach the skills and knowledge of swimming and water safety		**.81**
20. Teach fitness related skills and activities		**.75**
17. Teach the movement skills of athletics (e.g. javelin, discus, high jump, running events)		**.62**
13. Teach the movement skills of gymnastics		**.52**

In order to decide the number of factors of the scale using more than one method is the best way. These methods are scree plot and eigenvalues (Field, 2009). Therefore, to decide the exact number of factors, eigenvalues was checked. See table 3.5 Identifiable factors were required to have eigenvalues greater than 1. In Table 3.5 it was seen that two factors were greater than 1 and it is explained the 52.62 % of the variance.

The scree plot showed two possible factors on the slope of the plot. It was presented the inflection point is 2 in *Figure 3.2*. So eigenvalues and scree plot results are in a harmony it means that this scale can be considered to have two factors.

Table 3.5

Eigenvalue, Percentages of variance, and cumulative percentages

Factors	*Eigenvalues*	*% of Variance*	*Cumulative %*
1	8.55	50.31	47.54
2	1.29	7.63	52.62

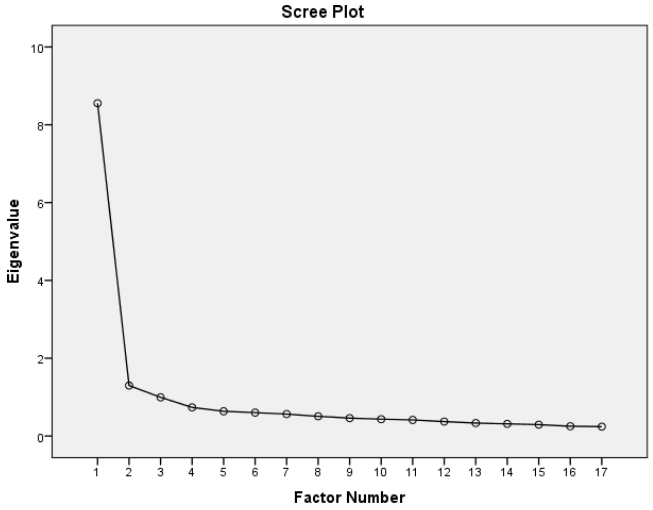

Figure 3.2 Scree Plot

Factor plot rotated factor also revealed two factor structure as seen in figure 3.3 below.

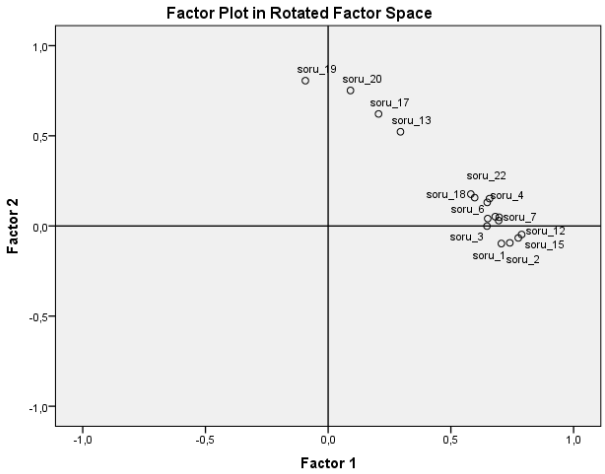

Figure 3.3 Factor Plot

Confirmatory Factor Analysis Results

The confirmatory factor analysis was conducted using the maximum likelihood method by the AMOS 19 program (Arbuckle, 1999). The model was the two factor-seventeen-item model shaped from exploratory factor analysis results of the scale. The adequacy of the model was assessed with using five different fit indices: (1) the model chi-square, a measure of overall fit, with non-significant χ^2 indicating good fit; (2) the

χ^2 divided by the degrees of freedom, with a ratio of between two and three suggesting a good fit; (3) the comparative fit index (CFI; Bentler, 1990), with values above .90 indicating a good fit; (4) the root mean square of approximation (RMSEA; Browne & Cudeck, 1993), with value over 0.10 guiding to reject of the model; (5) the Tucker-Lewis Index (TLI; Tucker & Lewis, 1973) , which consider the degree of parsimony, with scores of above 0.90 they were regarded as a advisable fit.

According to recent literature, item parceling is preferred over single items due to some reasons including; first, they are distributed normally than normal items. Second, the result reduction in the complexity of measurement models should lead to more parameter estimates. Finally, researchers may use more realistic models because the parcels decrease the number of indicators in the modeling (Nasser & Wisenbaker, 2003). Considering these three reasons above, item parceling was conducted to get better result for the modelling.

Parceling the items concluded significantly in the model fit (χ^2 = 336.44, *df* = 117, $\chi 2$ / *df* = 2.87; GFI = 0.88, CFI = 0.92; RMSEA = 0.79; TLI = 0.91). See Figure 3.4 for the illustration of the final model specification. Summary of Goodness of Fit Statistics for the Hypothesized Model results were presented in Table 3.6.
See Table 3.7 for Fit Indices and Their Suggested Acceptable Thresholds.

Table 3.6
Summary of Goodness of Fit Statistics for the Hypothesized Model
(n = 301)

	χ^2	*Df*	χ^2 / *df*	*RMSEA	GFI	TLI	CFI
Hypothesized Model	336.44	117	2.87	.76	.88	.91	.92

* RMSEA: Root mean Square Error of Approximation; GFI: Goodness of Fit Index; AGFI: Adjusted Goodness-of-Fit Index; CFI: Comparative Fit Index

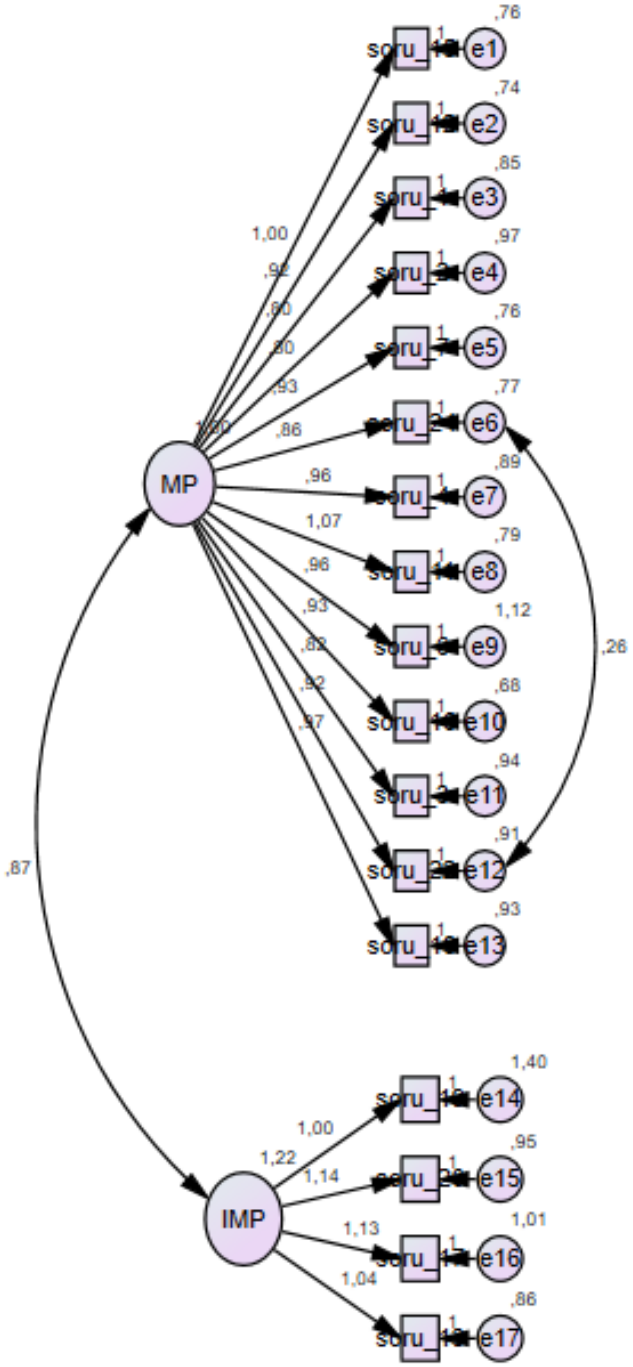

Figure 3.4 The illustration of the final model specification

Table 3.7

Fit Indices and Their Suggested Acceptable Thresholds

Fit Index	**Acceptable Threshold Levels**
Chi-square	Low X^2 relative to degrees of freedom with an insignificant p value ($p > 0.05$)
Chi-Square/df	X^2/df < 3 (Kline, 1998)
	X^2/df < 2 (Barbara G. Tabachnick & Fidell, 2007)
GFI	0.90 < GFI, acceptable (Maruyama, 1998; Schumacker & Lomax, 1996)
	.095 ≤ CFI (Hu & Bentler, 1999)
*RMSEA	RMSEA < 0.05, close fit; 0.05 < RMSEA < 0.10, mediocre fit; RMSEA > 1, poor fit (Browne & Cudeck, 1993)
	RMSEA < 0.08, adequate fit (Jaccard & Wan, 1996)
	0.08 < RMSEA < 0.05mediocre fit; RMSEA > 0.10, poor fit (MacCallum, Browne, & Sugawara, 1996)
	RMSEA < 0.06 (Hu & Bentler, 1999)
	RMSEA < 0.07 (Steiger, 2007)
AGFI	0 (No fit) to 1 (Perfect Fit)
NFI (TLI)	0.90 < NNFI, acceptable (Maruyama, 1998; Schumacker & Lomax, 1996)
	0.95 ≤ NNFI (Hu & Bentler, 1999)

*RMSEA: Root mean Square Error of Approximation; GFI: Goodness of Fit Index; AGFI: Adjusted Goodness-of-Fit Index; NFI: Bentler-Bonet Normed Fit Index

Chi square (χ2) is the most commonly used fit indices to evaluate whether a model fits the observed data in appropriate way or not (Quintana & Maxwell, 1999; Weston & Gore, 2006). A significant χ2 shows the model does not fit the sample data. Conversely a nonsignificant χ2 is suitable that the model is consistent with the data (Weston &

Gore, 2006). In addition to this a nonsignificant $\chi 2$ indicates that the covariance matrix and the re-construct model are similar (Schumacker & Lomax, 2004, p.81).

Goodness of fit index (GFI) measures the relative amount of variance and covariance in sample covariance matrix (S). *GFI* is explained by population covariance matrix (Σ). Values of CFI are arranged between 0 and 1.0. If this value close to 1.0 it is indicator of good fit (Bryne, 2010).

Adjusted goodness of fit index (AGFI) is the arranged GFI for the number of degrees of freedom in the model. Similarly GFI, AGFI values are range from 0 to 1.0. If this value close to 1.0 it is indicator of good fit (Bryne, 2010).

Comparative fit index (CFI) compares the advancement of the fit of the model. It is called an independence or null model which remarks that there is no relationship among variables. CFI ranges from 0 to 1.0. If this value close to 1.0 it is indicator of good fit (Weston & Gore, 2006, p. 742).

Root mean square error of approximation (RMSEA) is an index and it fix model's complexity. When two models explain the data equally and well, the model will have the proper RMSEA value (Weston & Gore, 2006). When interpreting of RMSEA value it is suggested that: 0 = an exact fit, < .05= a close fit, .05 to .08 = a fair fit, .08 to .10 = a mediocre fit, and .10 > = a poor fit (MacCallum, Browne, & Sugawara, 1996).

Standardized RMR is a summary of how much difference appears between the data and the model (Weston & Gore, 2006). It ranges from 0 to 1.00.It is an indicator of well-fitting model, if the value smaller than .05. (Bryne, 2010).

CHAPTER 4

RESULTS

Study result were given in turn according to research questions. In previous data analysis, variables of the study were checked such as missing values, univariate and multivariate outliers and the assumptions. Overall Cronbach alpha value of the scale was 0.93.Moreover, Cronbach alpha values were calculated for the internal consistency of the subscales. As it can be seen on Table 4.1 below, Cronbach's alpha coefficients of the subscales of the "Classroom Techers' Confidence to Teach Game and Physical Activity Scale" were ranged from 0.84 to 0.93. Cronbach's alpha value of "Management & Planning Subscale" was .93. Cronbach's alpha value of the "Teaching Sport Skills Subscale" was .84. All reliabilities exceeded .70. Thus, scale has adequate internal consistency (α >.70) (Nunnally, 1978), and it can be used successfully to measure participants' confidence.

Research Question 1.

Do classroom teachers have enough confidence to teach game and physical activity course in elementary schools?

In this respect, overall mean scores showed that classroom teachers' have low level of confidence according to Spittle's scale (2011) when teaching game and physical activity course (*M*=4.00, *SD*=.95).

"Management & Planning" factor which is about classroom teacher's confidence regarding managing and planning skills showed higher scores (*M*=4.24, *SD*=.93) than "Teaching Sport Skills" which is about the classroom teacher's confidence regarding teaching specific sport skills (*M*=3.23, *SD*=1.29). Therefore, classroom teachers were

more confident about management and planning skills when compared to teaching specific sport skills.

Sub question 1

Does gender affect classroom teacher's confidence to teach game and physical activity course?

Independent t-test was indicated that there is no significant difference between male and female participants in the study as presented in Table 4.1 below.

Table 4.1

Descriptive Statistic of Confidence for Teaching with Regard to Gender

Number of items	*Subscales*	*A*	*M*	*SD*	*Female*	Male
13	Management & Planning	.93	4.24	.93	4.20	4.27
4	Teaching Sport Skills	.84	3.23	1.29	3.17	3.28

Mean Differences among Groups' Confidence Levels

In this study, there were two categorical independent variables (experience year and grade level) and two continuous dependent variables (management & planning, teaching sport skills). One-way MANOVAs were conducted for explaining these differences between variables. MANOVA was applied for selected independent variables and Classroom Techers' Confidence to Teach Game and Physical Activity Scale's two subscales as the dependent variables to determine overall multivariate effect. Homogeneity of variance and homogeneity of covariance/variance matrix assumptions of MANOVA were evaluated before conducting analysis.

Sub question 2

Does experience year affect classroom teacher confidence to teach game and physical activity course?

In order to examine the difference between selected variable (experience year) and teachers' confidence level one way MANOVA was used. There were two separate dependent variables (management & planning, teaching sport skills).

As a rule of thumb, if there was more than one dependent variable, the multivariate statistical analysis would be conducted. Before interpreting the MANOVA results, it is crucial to check the basic assumptions of this analysis such as multivariate normality, homogeneity of population covariance variance matrix and homogeneity of variance.

Assumption Check for the One-Way MANOVA

Multivariate Normality

Homogeneity of covariance /variance matrix assumption is so important assumptions of multivariate analysis. It is known as equal variation in each group (homogeneity of variance). In MANOVA, it was presumed for each dependent variable. Furthermore, the correlation between any two dependent variables was the same in all groups (Field, 2009). This assumption was checked by Box's test of equality of covariance matrices in this study.

Results should reveal non-significant scores so that homogeneity of variance is not violated. In this study, homogeneity of covariance matrices assumption was met Box's M Test as non-significant (p >.05). It was interpreted as the variances in relationship with others and was same across the variables (Tabachnick & Fidell, 2007). Box's M Test scores can be seen on Table 4.2 below.

Table 4.2

Box's M Test of DVs

Box's M	5.508
F	.907
df1	6
df2	192231.7
Sig.	.489

In addition to this another check for homogeneity of variance was examined by Levene's Test of Equality of Error Variances. It evaluates variance – covariance matrices within each category of the dependent variables and presumes that they are from the similar population variance–covariance matrix (Tabachnick & Fidell, 2012). Results indicated a similar rationale with Box's M tests. According to study if the Levene's statistic is significant at the .05 level or better, the researcher rejects the null hypothesis that the groups have equal variances. For this study, results of the homogeneity of variance assumption was revealed that Levene's test results were not significant for management and planning F (2,317) =.485, p>.05, teaching skills F (2,317) =1.286 p>.05. Levene Test scores can be seen on Table 4.3 below.

Table 4.3

Levene's Test of Equality of Error Variances

	F	*df1*	*df2*	*P*
Management and planning	.485	2	317	.616
Teaching skills	.1.29	2	317	.278

Non-significant results indicated that the homogeneity of variances assumption was also met for this study. Therefore the MANOVA result indicating the effectiveness of

the independent variables on the dependent variables was conducted with using the Wilk's Lambda value because the homogeneity assumptions were met (Tabachnick & Fidell, 2007).

Multivariate Analysis of Variance Results

In this study main effects of results were checked in order to understand whether there were significant differences or not. Following the suggestion of Tabachnick and Fidell (2007) Wilk's Lambda values were interpreted. There was no significant difference between experience year and teachers' confidence in the study. Wilks' Lambda =.969, F (6, 630) = 1.65, $p > .05$.

η^2 = .02 indicates that the experience year explained 2% variance on the classroom teachers' confidence variable which is small effect (Cohen, 1988). Multivariate Analysis of Variance results are provided on Table 4.4 below.

Table 4.4

Multivariate Analysis of Variance Results of the Study Variables

	Wilks' Lambda	*F*	*Hypothesis df*	*Error df*	*Partial* η^2
Experience Year	.969	1.65	6	630	.02

Note = p < .05

Sub question 3

Does grade level of teachers affect confidence of classroom teacher during game and physical activity course?

Assumption Check for the One-Way MANOVA

Multivariate Normality

Homogeneity of covariance /variance matrix assumption is so important assumptions of multivariate analysis. It is known as equal variation in each group (homogeneity of variance). In MANOVA, it was presumed for each dependent variable. Furthermore, the correlation between any two dependent variables was the same in all groups (Field, 2009). This assumption was checked by Box's test of equality of covariance matrices in this study.

Results should reveal non-significant scores so that homogeneity of variance is not violated. In this study, homogeneity of covariance matrices assumption was met Box's M Test as non-significant (p >.05). It was interpreted as the variances in relationship with others and was same across the variables (Tabachnick & Fidell, 2007). Box's M Test scores can be seen on Table 4.5 below.

Table 4.5
Box's M Test of DVs

Box's M	9.941
F	1.092
df1	9
df2	761843,2
Sig.	.365

In addition to this another check for homogeneity of variance was examined by Levene's Test of Equality of Error Variances. It evaluates variance – covariance matrices within each category of the dependent variables and presumes that they are from the similar population variance–covariance matrix (Tabachnick & Fidell, 2012). Results indicated a similar rationale with Box's M tests. If the Levene's statistic is significant at the .05 level or better, the researcher rejects the null hypothesis that the groups have equal variances. For this study, results of the homogeneity of variance assumption was revealed that Levene's test results were not significant for

management and planning F (3,316)=1.16, p>.05, teaching skills F(3,316)=.788, p>.05. Levene Test scores can be seen on Table 4.6 below.

Table 4.6

Levene's Test of Equality of Error Variances

	F	*df1*	*df2*	*P*
Management and planning	1.16	3	316	.325
Teaching skills	.788	3	316	.501

Non-significant results indicated that the homogeneity of variances assumption was also met for this study. Therefore the MANOVA result indicating the effectiveness of the independent variables on the dependent variables was conducted with using the Wilk's Lambda value because the homogeneity assumptions were met (Tabachnick & Fidell, 2007).

Multivariate Analysis of Variance Results

In this study main effects of results were checked in order to understand whether there were significant differences or not. Following the suggestion of Tabachnick and Fidell (2007) Wilk's Lambda values were interpreted. There was no significant difference between grade level and teachers' confidence Wilks' Lambda =.987, F (6, 632) = .682, p > .05.

η^2 = .006 indicates that grade level explained 0.6% variance on the classroom teachers' confidence variables which is small effect (Cohen, 1988). Multivariate Analysis of Variance results can be seen on Table 4.7 below.

Table 4.7

Multivariate Analysis of Variance Results of the Study Variables

	Wilks' Lambda	*F*	*Hypothesis df*	*Error df*	*Partial* η^2
Experience Year	.987	.682	6	632	.006

Note = p < .05

Research Question 2.

What are the experiences of classroom teachers in teaching game and physical activity course?

In this study, for the qualitative data, conventional content method analysis was used (Hsieh & Shannon, 2005). Firstly, 4 open ended questions were prepared by researcher to reveal classroom teacher's experiences during game and physical activity course. After that the most frequent responses were transcribed and categorized. These categories were organized in parts. Finally, findings were interpreted by researcher.

• *How many hours do you have game and physical activity course in a week?*

According to the responses from 320 classroom teachers think that they could not perform game and physical activity course regularly. That's why 172 teachers mentioned that they taught game and physical activity course 2 hours in a week instead of 5 hours as suggested Ministry of National Education curriculum (2012b). However, 101 classroom teachers had 1 hour in a week to recharge children and have fun with game and physical activity course. In addition to this, 22 teachers thought that they taught this course 3 hours in a week. On the other hand 25 classroom teachers had 5 hours game and physical activity course in a week. As can be seen from results classroom teachers don't teach this course because of having heavy curriculum in elementary schools they preferred math, science or other courses instead of game and physical activity course.

• *What is your strength and weaknesses while having game and physical activity class?*

While totally 212 classroom teachers evaluate their performance, as their strength, 102 classroom teachers thought that; they are good enough to teach traditional games and folk dances. 88 classroom teachers thought that they are good at teaching in door games. Lastly 22 of them thought that they are good at teaching some motor skills. On the other hand, from 267 responses totally, as their weakness, 91 classroom teachers

mentioned that they cannot provide fun and enjoyable games for children to make them attend the class. Secondly, 88 teachers thought that they cannot teach some sport skills such as volleyball, basketball, athletics, swimming and gymnastics. Furthermore, 77 teachers have problems about classroom management, organization skills because of lack of theoretical background about course. Lastly, 11 of them had lack of information about implementation of the course and following the guideline and curriculum.

• *Do you use sport materials while teaching the game and physical activity course?*

Based on 281 classroom teachers' responses totally, 202 classroom teachers cannot use any material during the game and physical activity course because of lack of material in school. In addition to this 24 of them uses outdoor environment such as garden or sport saloon in school. On the other hand 44 of them use ball, rope and 11 of them hula hoop to perform the course.

• *What kind of difficulties do you have when you perform game and physical activity course?*

Based on 231 classroom teacher's responses totally, their main difficulties were determined as; firstly, 144 classroom teachers revealed that there aren't enough material and also area such as sport saloon or school garden to teach game and physical education course. Secondly, 67 of them revealed that they cannot perform this course because of crowded classes. Furthermore, 17 of them cannot perform the class because of weather condition in winter and they think that they don't know enough indoor games. Lastly 3 of them explained that they don't have enough safety equipment to teach game and physical activity course.

CHAPTER 5

DISCUSSION AND IMPLICATIONS

In this study, classroom teacher's confidence was examined when performing game and physical activity course in elementary schools. In this chapter, the findings of the research were shown and discussed for each main and sub-question respectively.

Research Question 1.

Do classroom teachers have enough confidence to teach game and physical activity course in elementary schools?

In this study, findings indicated that classroom teachers have low level of confidence when teaching game and physical activity course in elementary schools (*M*=4.00). In addition, classroom teachers have higher scores 'Management & Planning' skills when compare to 'Teaching Sport Skills'. Therefore, classroom teachers were more confident about management and planning skills when compared to teaching specific sport skills.

Similarly, Ceylan (2015) found that according to the responses classroom teachers cannot teach to children most of the learning outcomes (% 48,8) of game and physical activity course such as learning fundamental movement skills, some strategies, tactics and some health related concepts during game and physical activity course. In the light of these information, classroom teachers may not feel confident enough when performing the course.

According to another study conducted by the researchers (Morgan & Bourke, 2008), classroom teachers had low level of confidence to teach some sport skills such as

gymnastic, volleyball and aquatics. Interestingly, games and sports were reported to have the highest mean confidence rating, with gymnastics and aquatics the lowest. Therefore, classroom teachers would prefer not to teach sport skills because of their lack of information and ability to teach this area. Because of lack of knowledge and experience in sports they could have been less confident to teach physical education content.

Carney and Chedzoy (1996) conducted a similar study related to elementary teachers and their confidence level on PE teaching. Researchers revealed that elementary teachers had low level of confidence in their ability to teach physical education effectively because they had less participation in sport and physical activity during their university education.

Chedzoy (2000) examined perceived competence of preservice non-specialists to teach physical education course. The researcher found three major points in his study affecting teacher's confidence in teaching physical education; a) Personal Experience and Knowledge b) Qualifications, c) Interest and Enjoyment. Results indicated that teachers did not feel confident when teaching physical education activities if they had less experience and little knowledge of the activity. Elementary school teachers clearly emphases that if they had high level of personal sporting background physical education they could feel confident and competent in teaching PE. Respondents also thought that their confidence level to teach physical education directly related with level of qualification (university education). Additionally, if respondents don't have enjoyment in teaching physical education or they are not interested in physical activity, they don't feel confident to teach physical education course effectively. Similar results reported by Rolfe (2001), about non-specialist preservice teachers who have positive experiences for dance, also personally interested and enjoyment in teaching dance they could feel more confident.

These finding showed that classroom teachers don't have enough confidence to teach game and physical activity course because of different reasons. These reasons could be listed as; low quality of education (Morgan & Bourke, 2008), poor physical education programs (Ceylan, 2015) lack of enjoyment and interest (Chedzoy, 2000). In consequence of teacher's lack of confidence to teach physical activity, children could not have enjoyment and success during the course and they could not have physical activity habit and healthy life style for future life. Thus, classroom teachers should be supported with seminars or in service trainings. Game and physical activity course curriculum should be revised to have a positive effect on confidence level of classroom teachers. The findings from this study can help to improve elementary physical education teaching in general.

Sub question 1

Does gender affect classroom teacher's confidence to teach game and physical activity course?

In this study, results showed that there is no significant difference between 173 male and 147 female participants in terms of their confidence level to teach game and physical activity course in elementary schools. Similarly, Ceylan (2015) couldn't find gender difference with regard to confidence level of classroom teachers when teaching game and physical activity course. Arslan, (2008) conducted a study which is about classroom teacher's experiences during game and physical activity course and no significant difference found between and males and females when teaching game and physical activity course. Şirin and Bozkurt (2005) could not find any feasible difference between male and female participants in terms of teaching physical education teaching tactics and implementations. Finally, Morgan and Bourke (2008), according to large number of preservice teachers' (females, n=415 and males, n=70) responses there is no response rate could affect the gender differences.

These findings show us gender difference has no effect when teaching game and physical activity course. Because of new educational system classroom teachers face with same problems, that's why gender difference doesn't affect teacher's confidence level in Turkey. In Turkish literature, instead of gender difference, classroom teachers' experiences, their undergraduate years or opportunities in elementary schools affect their confidence level during performing game and physical activity course. Moreover, it might be attributed to many factors such as chosen sample 'Çankaya' for this study or the sample size and the data collection instrument. Future studies should collect the data from different district and with a different data collection instrument.

Sub question 2

Does experience year affect classroom teacher's confidence to teach game and physical activity course?

Present study classroom teacher's teaching experience range was from 1 year to 42 years in elementary schools and according to results, there was no significant difference between experience year and teachers' confidence in the study. Other findings showed that there is no difference between teaching game and physical activity course and teacher's experience year after new educational system (Ceylan, 2015; Boz and Yıldırım, 2014).

On the contrary, Tel and colleagues (2016) classroom teachers who is more experienced (20 years and more) they think that game and physical activity course is so important for children's all developmental area; social-emotional, personal and physical. That's why game and physical activity course should be more than 5 hours in a week. Moreover more experienced teachers don't teach another courses such as Turkish, math instead of game and physical activity course when we compared with less experienced (1-5 years) classroom teachers. This shows more experienced classroom teachers are more confident to teach this course comparing with unexperienced classroom teachers. Managing the classroom especially crowded one

could be difficult in first years in teaching game and physical activity course for classroom teachers and that's why they don't prefer to teach this course. Xiang, Lowy and McBride (2002) also studied about preservice classroom teachers' beliefs with 97 participants. According to results students don't want to teach physical education because they are more interested in other academic courses (59.6%), they don't feel they are equipped well to teach physical education (20.2%) and according to them, the physical education environment is not suitable to teach physical education. For example; there are large classes, too much noise busy day in school and managing problems during the course (20.2%). This could be interpreted as unexperienced teachers could feel themselves unconfident to teach physical education because of lack of experience.

In conclusion, classroom teachers who is more experienced, they may feel more confident themselves to teach physical education or game and physical activity. Because experienced teachers could have fun, personal interest in sports and physical activity. Thus, they could enjoy working with children in a physical education settings. They have adequate knowledge and skills to teach physical education program effectively, so they feel confident and they are willing to teach physical education or game and physical activity in appropriate way.

Sub question 3

Does grade level of teachers affect the confidence of classroom teacher during game and physical activity course?

In the present study, there are 101 first grade teachers, 66 second grade teachers, 86 third grade teachers and 67 fourth grade teachers. According to results, there is no significant difference between grade level of teachers (1^{st}, 2nd, 3rd and 4^{th} grade) and their confidence level to teach game and physical activity course. This can be speculated that in this study, in general, participants have low level of confidence to

teach game and physical activity course that's why they don't prefer this course regularly in a week and so results could not show the exact difference between groups.

On the contrary, Boz and Yıldırım (2014) found the difference between 1st grade and 2nd grade of teacher in terms of their teaching confidence level during game and physical activity course in the 4+4+4 Education System. The study was applied to 301 classroom teachers. Results showed that 2nd grade of teachers have moderate level of confidence when teaching game and physical activity course. On the other hand, 1st classroom teachers have low level of confidence just because they have problems frequently with these younger children when teaching game and physical activity course such as; crowded classrooms and socio-economic status of region which affected results in this study. Another study Tel, Bozkurt and Celayir (2016) pointed out a study which states that first grade classroom teachers are not confident, that's why they prefer teaching literacy instead of game and physical activity while 4th grade teachers prefer to teach game and physical activity course. Morgan and Bourke (2005) conducted a study about PE teaching confidence for classroom teachers. Significant differences were found between 2nd grade (n = 156), 3rd grade (n = 143) and 4th grade (n = 123) preservice teachers. 2nd grade classroom teachers felt significantly less confident and competent than the 3rd grade and 4th grade preservice teachers. Results can be interpreted as teaching game and physical activity course to younger children is more difficult than older children. Teachers feel themselves less confident to teach 1st and 2nd grade children because with young children classroom management could be more challenging. During teaching the course 'learning with play' gains importance and teachers should know adequate number of games and transition activities to get young children attention. That's why 1st and 2nd grade teachers choose math, science and literacy to teach instead of teaching physical education or game and physical activity course.

Research Question 2.

What are the experiences of classroom teachers in teaching game and physical activity course?

- *How many hours do you have game and physical activity course in a week?*

According to the responses from 320 participants, majority of classroom teachers mentioned that they taught game and physical activity course 2 hours in a week instead of 5 hours as suggested in Ministry of National Education curriculum (2012b). However, some others had 1 hour in a week some of them taught this course 3 hours in a week. On the other hand, just 25 classroom teachers had 5 hours game and physical activity courses in a week. Similar findings found by Yıldız (2010) conducted a study which is about classroom teacher's experiences during game and physical activity courses, classroom teachers prefer to teach other courses such as math, science instead of teaching one hour game and physical activity course every day. These findings show that classroom teachers need to be more aware of game and physical activity courses' importance for children's physical, social and cognitive development.

With regard to other related studies, classroom teachers have positive attitudes towards teaching this course in general, but because of lack of sport materials and sport area they tend to avoid teaching this course (Dağdelen, Köşterelioğlu, 2015; Pehlivan, Dönmez, 2005). They also added that because of intense elementary school curriculum classroom teachers prefer to teach other courses instead of game and physical activity course. Moreover, teachers show inspectors as if they taught game and physical activity course regularly at the end of the year. This shows that classroom teachers couldn't teach game and physical activity course 5 hours in a week as suggested by Ministry of Education. They couldn't manage time effectively throughout the day due to work-load, so they tend to decrease game and physical activity course (Şentürk, 2014).

According to Dalaman (2010) with new educational reform, school entrance age was decreased to 5.5 years so it is getting difficult to teach writing and reading skills to children for classroom teachers because children's fine motor skills are not developed well at that age. That's why classroom teachers need more time to teach literacy. As a conclusion, classroom teachers tent to prefer other courses instead of performing game and physical activity course especially for first graders. This is another reason for not to teach game and physical activity course regularly to elementary school children.

In another study including the top 36 comments related to the impact of classroom teachers' personal interest for physical education course, representative responses as; 'I think physical education would be harder for me to teach because I "HATE" going outside and getting hot and sweaty because I am an inside person' (Humphriesa and Ashy, 2006). These findings indicate that classroom teachers generally give importance to this course but they cannot teach effectively because of some reasons such as lack of personal interest, material, and sport area. They frequently decrease the course hours because of heavy work load. Therefore elementary education majors should have positive attitude toward physical education teaching. Ministry of Education should look over the elementary school curriculum to balance all the course to make equal work load, classroom teacher should be more interested in physical education and administrators should supply more sport materials for classroom teachers to teach game and physical activity course routinely.

•*What is your strength and weaknesses while having game and physical activity class?* To get detailed information about study some open-ended questions were asked and totally 212 classroom teachers and their major strengths was that they are good enough to teach traditional games and folk dances. Then classroom teachers thought that they are good at indoor games and teaching some motor skills. On the other hand, from 267 responses totally, as their weakness, classroom teachers cannot provide fun and enjoyable games for children, they cannot teach some sport skills such as volleyball,

basketball, athletics, swimming and gymnastics. Furthermore, classroom teachers have problems about classroom management, organization skills and lack of knowledge about implementation of the course and following the guideline and curriculum.

For example Arslan and Altay (2008) perform a study with classroom teachers and participants think that they are not good enough to teach practical part of this course. They see themselves inadequate for teaching skills such as; athletics, volleyball, soccer etc. They believe that they need to get professional help from physical education teachers in elementary schools. According to another study from Brumbaugh (1987), physical education course is a problematic course in elementary schools because there have been some deficiencies for teaching sport skills by classroom teachers. According to another study by Çöker (1991), classroom teachers see themselves not well-equipped enough to reach learning outcomes of physical education courses. Similar studies supported all these results (Curtner-Smith, 1999; Faucette & Hillidge, 1989; Kurt and Taşkaya, 2007; Pehlivan and Dönmez, 2005; Thompson, 1996).

Classroom teachers believe that they have management problems during the game and physical activity course (Dağdelen, Köşterelioğlu, 2015; Yıldız, 2010; Ayan, 2007; Şentürk, 2014). In the light of these same responses from Turkey and other countries, we can conclude that classroom teachers have more weaknesses when compared with strengths in teaching P.E and game and physical activity course. Therefore, curriculum in universities need to be improved and some seminars and in-service trainings should be given to classroom teachers in elementary schools about listed weaknesses such as teaching specific sport skills, classroom management, lack of knowledge , learning and teaching strategies and also course assessment about game and physical activity programs .

• *Do you use sport materials while teaching the game and physical activity course?*
From 281 classroom teachers' responses totally, majority of classroom teachers cannot use any material. Some of them use outdoor environment such as garden or sport saloon in school. Some others use ball, rope and hula hoop to perform the course.

In Turkish literature, it is revealed that there is no enough equipment and material in elementary schools that is why classroom teachers cannot use them during the course. (Ceylan, 2015; Şentürk, 2014; Dalaman, 2010; Şirinkan, 2008; Çiçek, 2008; Kazu& Aslan, 2013; Mamak,2012). Thus, these results show us school administration doesn't support any opportunities and materials for classroom teachers during the course in general. With these inadequate materials in elementary schools, it is possible that classroom teachers postpone to teach game and physical activity course. Thus, they will have low confidence to teach game and physical activity course because of lack of experience. In elementary schools, because of lack of equipment there have been some problems while performing the game and physical activity course. Therefore, both classroom teachers and students can develop a negative attitude towards this course (Anılan&Sarıer, 2008; Güven, 2008; Yapıcı &Leblebicier, 2007).

According to Dalaman (2010) classroom teachers don't use any materials during the game and physical activity course such as game and physical activity booklet. With new educational reform, school entrance age was decreased from 7 to 5.5. Therefore some games and physical activities are not appropriate for these younger children's level in this booklet. So classroom teachers have some teaching problems during the course.

As a conclusion, teachers revealed that school administration should support teachers to have more sport equipment. Elementary schools should be provided with good opportunities such as sufficient sport material, large and suitable playground to make children and teacher active participants and a gymnasium for game and physical activity. Moreover, policy makers should look over the game and physical activity

booklet to make it more suitable for younger children's level. By this way, classroom teachers can teach this course more effectively and so their confidence level can be higher. In addition, with this support children can have an opportunity to develop a healthy life style habit for their future life.

• *What kind of difficulties do you have when you perform game and physical activity course?*

Based on 231 classroom teacher's responses totally, the generality of classroom teachers don't have enough material and also area such as sport saloon or school garden to teach game and physical education course. Some of them cannot perform this course because of crowded classes. Furthermore, some others cannot perform the class because of weather conditions in winter and they don't have enough safety equipment to teach game and physical activity course.

Other studies show similar findings and handicaps to perform game and physical activity course in elementary schools (Ayan, 2007; Dağdelen & Kösterelioğlu, 2015; Güven and Yıldız 2010; Kazu& Aslan, 2013; Mamak, 2012; Şirinkan, 2008; Taşmektepligil et al., 2006). Similarly, according to the Morgan (2005) limited resources and sport area are some of the major barriers to teach physical education effectively and because of these barriers teachers have low confidence to teach this course.

These results can be interpreted as classroom teachers need more sport materials and safety equipment for elementary schools and we can create more area for doing sport such as garden, sport saloon or gymnasium, so classroom teachers aren't affected by weather conditions and they can perform the course both in summer and winter. In addition to this, school administration can give more support to encourage teachers' game and physical activity teaching. Policy makers also can decrease classroom size to make game and physical activity course more effective because teachers have classroom management difficulties to perform the course.

These results also may put light on some past studies' findings which shows that classroom teachers were not as effective as physical education teachers when teaching game and physical activity or physical education course. Looking at these findings, if classroom teachers don't have enough sport material or sport area to make children active or if they believe that they don't have enough knowledge about teaching specific sport skills for game and physical activity course, if they have classroom management problems because of crowded classes, if they don't have personal interest for sport, if they have over workload; nobody can expect from classroom teachers to be confident to teach game and physical activity course in elementary schools.

For future studies, when conducting a study researchers should pay attention to some points such as; participants' demographic characteristics such as gender, ethnicity, and grade level, sample size and chosen district to make study more effectively. In addition, similar studies in future can conduct experimental studies including materials to be used during courses, teaching strategies and assessment techniques of game and physical activity course.

IMPLICATIONS

This study has essential implications for classroom education programs and classroom teachers. Suggestions for future research are also added at the end of this section.

1. Classroom education programs should focus on the needs of classroom teachers to instruct games and physical activity course.

2. Classroom teachers should be prepared for games and physical activity course through seminars or in service programs to be able to instruct their students for games and physical activity course.

3. Classroom education programs in Turkey should be increased the number of classes related to physical education, or games and physical activity. If undergraduate students in classroom education programs have enough knowledge about teaching games and physical activity course, they can feel competent and they may have high level of confidence to teach this class in the future.

4. Classroom education programs should arrange their curriculum to include both practical and theoretical parts in order to prepare classroom teachers for teaching this class effectively.

5. Classroom education programs should be cooperated with physical education departments to educate classroom teachers for games and physical activity course.

6. Classroom education programs should provide field based experiences for classroom education students about games and physical activity course at the different school settings (private or public schools).

7. Classroom teachers should be aware of the importance of games and physical activity course. They should use the class time effectively for supporting children to be active and get involved in games and physical activity course. They should not teach any other classes such as math or Turkish in games and physical activity course hours.

8. School administrators should recognize the benefits of games and physical activity course for children and they should provide necessary equipment and facility for classroom teachers to instruct this course effectively.

Suggestions for Future Research:

Future research on games and physical activity course should;

1. Increase the number of studies related to this topic in Turkey. Different classroom teachers from various regions should be also investigated.
2. Increase the number of descriptive and experimental studies with observations to examine the real situation of the class.
3. Perapare needs assessments studies for how to teach game and physical activity course for classroom teachers.
4. Examine classroom teachers' performance during games and physical activity course. In addition, they should be interviewed to determine what they really do or not do in their teaching time.

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APPENDICES

A: Approval Letter from Middle East Technical University Human Subjects Ethics Committee

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

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ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Sayı: 28620816/ 280 – 559

16 Haziran 2015

Gönderilen : Y.Doç.Dr. Irmak Hürmeriç Altunsöz
Beden Eğitimi ve Spor Bölümü

Gönderen : Prof. Dr. Canan Sümer
IAK Başkan Vekili

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Beden Eğitimi ve Spor bölümü yüksek lisans öğrencisi Nilgün Ulu'nun **"Sınıf Öğretmenlerinin Oyun ve Fiziki Etkinlikler Dersinde Güven ve Motivasyon Sevyelerinin İncelenmesi"** isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı
Uygundur
16/06/2015

Prof.Dr. Canan Sümer
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkan Vekili
ODTÜ 06800 ANKARA

B: Consent Letter of Ministry of National Education

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

ÖĞRENCİ İŞLERİ
DAİRE BAŞKANLIĞI
Ev. Arş. Tld. Saat :

Sayı : 14588481-605.99-E.259307
Konu : Araştırma izni

08.01.2016

ORTA DOĞU TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 nolu Genelgesi.
b) 25/12/2015 tarihli ve 13182 sayılı yazınız.

Üniversiteniz Beden Eğitimi ve Spor Anabilim Dalı Yüksek Lisans Öğrencisi Nilgün ULU' nun **"Sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersinde güven ve motivasyon seviyelerinin incelenmesi"** başlıklı tezi kapsamında çalışma yapma talebi Müdürlüğümüzce uygun görülmüş ve araştırmanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Uygulama formunun (4 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini arz ederim.

Ali GÜNGÖR
Müdür a.
Şube Müdürü

18-01-2016-899

Güvenli Elektronik İmzalı
Aslı ile Aynıdır.
08/01/2016

SUBAŞI

Adres:
Elektronik Ağ:
e-posta:

Ayrıntılı bilgi için:
Tel:
Faks:

Bu evrak güvenli elektronik imza ile imzalanmıştır. http://evraksorgu.meb.gov.tr adresinden 4626-c95b-3565-89a1-8116 kodu ile teyit edilebilir.

C: Informed Consent Form

Gönüllü Katılım Formu

Bu çalışma, ODTU Beden Eğitimi ve Spor Bölümü yüksek lisans öğrencilerinden Nilgün Ulu'nun yürüttüğü bir bilimsel çalışma kapsamında yapılmaktadır. Çalışmanın amacı, sınıf öğretmenlerinin "oyun ve fiziki etkinlikler" dersini uygulamaları sırasındaki güven seviyelerinin incelenmesidir. Çalışmaya katılım tamamıyla gönüllülük temelinde olmalıdır. Çalışma süresince, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamimiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Çalışma sırasında 'sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi sarsındaki güven seviyeleri' anketi kullanılacaktır. Ayrıca yarı yapılandırılmış görüşme görüşme yöntemi kullanılarak ve sizlere görüşme soruları sorulacaktır. Anket ve görüşme soruları, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmayı yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmada sorumlu kişiye, çalışmadan ayrılmak istediğinizi söylemek yeterli olacaktır. Anket ve görüşme sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Çalışma hakkında daha fazla bilgi almak için Beden Eğitimi ve Spor Bölümü öğrencilerinden Nilgün Ulu, E-posta: nilgunulu85@gmail.com, ya da Beden Eğitimi ve Spor Bölümü öğretim üyelerinden Yard. Dç Dr. Irmak HURMERIÇ ALTUNSOZ (Tel: 210 4021; E-posta: hurmeric@metu.edu.tr ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Isim Soyad: Tarih Imza

----/----/-----

D: 'Sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken ki güven seviyeleri' ölçeği

DEMOGRAFİK BİLGİLER:

Yaşınız:

Cinsiyetiniz:

Meslekte hizmet süreniz:

Eğitim düzeyiniz:

- *Lisans (mezunu)*
- *Yüksek lisans (mezunu/yapıyor)*
- *Doktora(mezunu/yapıyor)*

İlköğretim kaçıncı sınıf öğretmenliği yapmaktasınız:

1 *2* *3* *4*

YÖNERGE: Bu anketteki sorular sizin "oyun ve fiziki etkinlikler" dersi öğretiminizdeki kendinize güveninizle alakalıdır. Lütfen belirtilen durumların size uygunluk derecesini yuvarlak içine alarak gösteriniz.

Kesinlikle katılmıyorum	*Katılmıyorum*	*Biraz katılmıyorum*	*Biraz katılıyorum*	*Katılıyorum*	*Kesinlikle katılıyorum*
1	*2*	*3*	*4*	*5*	*6*

_____ *konusunda becerilerime güveniyorum;*

1.	*Motor becerileri ve karmaşık hareketleri öğretme*	*1*	*2*	*3*	*4*	*5*	*6*
2.	*Oyun ve fiziki etkinlikler dersini müfredatla ilişkili olarak değerlendirme*	*1*	*2*	*3*	*4*	*5*	*6*
3.	*Açık havada yapılan aktiveleri öğretme (kırlarda yürüyüş ve basit oryantiring gibi)*	*1*	*2*	*3*	*4*	*5*	*6*
4.	*Müfredatın öğrenme çıktılarını karşılayacak şekilde bir ünite, dönem ve sene boyunca oyun ve fiziki etkinlikler programı planlama*	*1*	*2*	*3*	*4*	*5*	*6*
5.	*Takım oyunu ve spor becerilerini öğretme (taktikler, belli bir spora özgün becerileriler, kurallar, çeşitli pozisyonlar ve rolleri)*	*1*	*2*	*3*	*4*	*5*	*6*
6.	*Net, mücadeleci ve başarılabilir öğrenme hedeflerini öğrenciler için oluşturma*	*1*	*2*	*3*	*4*	*5*	*6*
7.	*Oyun ve fiziki etkinlikler dersi müfredatını geliştirmeye yardımcı olmak için, bilgi kaynak bilgimi ve organizasyon becerilerimi kullanma*	*1*	*2*	*3*	*4*	*5*	*6*
8.	*Öğrencilerin oyun ve fiziki etkinlikler dersindeki başarıları konusunda, öğrencileri, öğretmenleri ve ebeveynleri bilgilendirirken etkili iletişim kurabilme*	*1*	*2*	*3*	*4*	*5*	*6*
9.	*Jimnastik ile ilgili hareket becerilerini öğretme*	*1*	*2*	*3*	*4*	*5*	*6*
10.	*Oyun ve fiziki etkinlikler dersinin okul müfredatında bulunmasının eğitimsel açıdan gerekliliğini anlama*	*1*	*2*	*3*	*4*	*5*	*6*
11.	*Oyun ve fiziki ekinlikler dersinde öğrencilerin, öğrenme durumlarını doğru bir şekilde tutabilme (kaydedebilme)*	*1*	*2*	*3*	*4*	*5*	*6*

12.	*Atletizm ile ilgili hareket becerilerini öğretme. (disk atma, atlama, koşu gibi.)*	*1*	*2*	*3*	*4*	*5*	*6*
13.	*Öğrenci merkezli bir öğrenim ortamı yaratıp bunu sürdürerek, fiziksel aktivite ve katılımı artırma*	*1*	*2*	*3*	*4*	*5*	*6*
14.	*Yüzme ve su güvenliği ilgili bilgi ve becerileri öğretme*	*1*	*2*	*3*	*4*	*5*	*6*
15.	*Formda olma (Fitness) ile ilgili beceriler ve aktiviteler öğretme*	*1*	*2*	*3*	*4*	*5*	*6*
16.	*Oyun ve fiziki etkinlikler dersinde aktivitelerini gözden geçirip öz değerlendirme yapma*	*1*	*2*	*3*	*4*	*5*	*6*
17.	*Çocukların, oyun ve fiziki etkinlikler dersine katılımda önemli bir yeri olan temel motor becerilerin gerekliliğini anlama*	*1*	*2*	*3*	*4*	*5*	*6*

- *Oyun ve fiziki etkinlikler dersiniz haftada kaç saat işliyorsunuz?*
- *Oyun ve fiziki etkinlikler dersini işlerken ki zayıf ve güçlü olduğunuz taraflarınızı sıralayabilir misiniz?*
- *Oyun ve fiziki etkinlikler dersini işlerken kaynak-materyal kullanıyor musunuz?*
- *Oyun ve fiziki etkinlikler dersini işlerken karşılaştığınız zorluklar nelerdir?*

E: Turkish Summary

GİRİŞ

SINIF ÖĞRETMENLERİNİN OYUN VE FİZİKİ ETKİNLİKLER DERSİ ÖĞRETİMİ SIRASINDAKİ GÜVEN SEVİYELERİNİN DEĞERLENDİRİLMESİ

Beden eğitiminin sadece okullarda bir ders olarak okutulmasının dışında, öğrencileri fiziksel olarak eğitmek, onlara beden eğitimi konusunda teorik bilgi sunmak ve öğrencilerin orta şiddetli fiziksel aktivite yapmalarını sağlamak gibi görevleri vardır. (Johnson & Turner, 2016). Buna paralel olarak, ilkokullarda beden eğitimi müfredatı, öğrencilerin spor yapma becerilerini geliştirmek ve onlara günlük düzenli spor yapma alışkanlığı sağlamalarına yardımcı olmak amacı ile hazırlanır. Bu şekilde, beden eğitimi dersi ilkokullarda çocuklara hem fiziksel, hem sosyal, hem de duygusal açıdan faydalar sağlar (Department of Education, Victoria, 1996).

Türkiye'de 2012 yılında Milli Eğitim Sisteminde değişikliğe gidilerek 4+4+4 sistemine geçilmiştir. Aynı zamanda ilkokullarda beden eğitimi dersinde de değişiklik yapılmıştır. İlkokula başlama yaşı 7'den 5,5 yaşa düşürülmüş ve bu değişiklik oyun yoluyla öğrenme ilkesine daha çok önem kazandırmıştır. Bu yüzden beden eğitimi derslerinin içeriği ve adı ilkokullarda değişmiştir. 'Oyun ve fiziki etkinlikler dersi' olarak ismi değiştirilen ders beden eğitimi öğretmenleri yerine sınıf öğretmenleri tarafından verilmeye başlanmıştır. İlkokullarda birinci, ikinci ve üçüncü sınıflar için oyun ve fiziki etkinlikler dersi günde bir saat olmak üzere haftada 5 saat olarak planlanmıştır. Dördüncü sınıflar için ise bu ders haftada iki saat okutulmaktadır (MEB, 2012b). Yeni ders içeriğinde sınıf öğretmenleri için 'fiziksel aktivite kartları ve 'oyun oynuyorum derleme kitapçığı' bulunmaktadır (MEB, 2012a). Oyun ve fiziki etkinlikler dersinin 3 temel amacı çocuklara; a) hareket yetkinliği (motor beceriler,

denge hareketleri) b.) aktif ve sağlıklı yaşam becerileri c) kişisel-sosyal ve düşünme becerileri kazandırmaktır.

Yeni eğitim sistemi ile birlikte 'oyun ve hareket' dersini veren sınıf öğretmenlerin deneyimlerini paylaşan bilimsel çalışmalara bakıldığında; sınıf öğretmenlerinin bu dersi öğretirken birçok problemle karşılaştıkları görülmektedir. Örneğin; Güven ve Yıldız (2012) oyun alanı veya spor salonu eksikliklerinin sınıf öğretmenlerinin karşılaştıkları önemli problemlerden biri olarak ifade etmişlerdir. Başka bir çalışmada ise lisans öğrenimi sırasında alınan derslerin ve içeriklerinin bu dersi etkili bir şekilde öğretmede yetersiz kaldığını göstermiştir (Şentürk, Yılmaz ve Görener, 2015). Bu konudaki alanyazınına bakıldığında, özellikel Türkiye'de sınırlı sayıda çalışmaların bulunduğu ve bu tür çalışmaların artırılması gerekliliği ortaya çıkmaktadır.

Çalışmanın Amacı

Bu çalışmanın amacı; sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken ki güven seviyelerinin değerlendirilmesidir. Ayrıca sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken ki güçlü-zayıf yönlerini ve ders deneyimlerini araştırmaktadır.

Çalışmanın Önemi

Spittle'a (2011) göre beden eğitimi derslerinde çocuklar hem eğlenir hem de fiziksel aktiviteye karşı pozitif tutum kazanabilirler. Morgan'a (2005) göre bazı çocuklar için oyun ve fiziki etkinlikler dersi çocukların fiziksel aktivite yapabildikleri tek yer olabilir. Bu yüzden sınıf öğretmenleri beden eğitimi veya fiziksel aktivite derslerinde öğrenci merkezli bir ortam yaratarak, bireysel ya da grup etkinlikleri için azami derecede katılımı sağlamalıdırlar. Bu sebepten dolayı sınıf öğretmenleri bu ders sırasında çok önemli bir role sahiptir. Bu çalışma oyun ve fiziki etkinlikler dersi verirken sınıf öğretmenlilerinin sahip oldukları güven seviyelerini ve deneyimlerini ortaya çıkarmak adına alan yazınına önemli katkılar sağlayacaktır.

YÖNTEM

Araştırma Deseni

Bu çalışmada hem nicel hem de nitel araştırma yöntemleri kullanılmıştır. Ana verileri toplamadan önce ölçeğin adaptasyonunu sağlamak için pilot çalışma uygulanmıştır. Çalışmda kullanılan ölçek Türkçeye çevrilmiş ve Türk kültürüne uyarlanmıştır. Ölçeğe sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersindeki deneyimlerini daha detaylı öğrenmek adına 4 adet açık uçlu soru eklenmiştir.

Örneklem ve Katılımcılar

Bu çalışma Ankara Çankaya ilçesinden 32 farklı okuldan 320 sınıf öğretmeni ile gerçekleştirilmiştir. Sınıf öğretmenlerinin yaşları 22-62 arasıdır. (*M*= 35.46, *SD*= 9.475). Çalışmada 147 kadın ve 173 erkek katılımcı bulunmaktadır (*M*= 1.54, *SD*=.499). 101 sınıf öğretmeni 1. sınıf, 66 sınıf öğretmeni 2. sınıf, 86 sınıf öğretmeni 3. sınıf, 67 sınıf öğretmeni 4. sınıf düzeyinde öğretmenlik yapmaktadır. Bu öğretmenler arasında 277 tanesi lisans, 43 tanesi yüksek lisans düzeyinde eğitime sahiptir. İlkokullarda öğretmenlik hizmet süreleri 1 ile 42 yıl arasıdır. Verileri toplamak için uygun örnekleme yöntemi (Convenience Sampling Method) kullanılmıştır. Çankaya da bulunan okullardaki 782 sınıf öğretmeni arasından, gönüllü katılım formunu dolduran 320 sınıf öğretmeni ile çalışma tamamlanmıştır.

Veri Toplama Aracı

Sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi sırasındaki güven seviyelerini ölçmek için Spittle, Watt ve Spittle (2011) tarafından geliştirilen bir ölçek kullanılmıştır. Ölçek 3 ana bölümden oluşmaktadır.

Birinci bölüm öğretmenlerin yaş, cinsiyet, meslekte hizmet yılı ve eğitim seviyelerini içeren alanlardan oluşmaktadır. İkinci bölüm ‘yönetim& planlama’ve ‘uygulama’ alt boyutlarından oluşsan 24 madde içermektedir. Örneğin; ‘Motor becerileri ve karmaşık

hareketleri öğretme konusunda yeteneğime güveniyorum'. Son bölüm ise aşağıda verilmiş 4 adet açık uçlu sorudan oluşmaktadır.

Veri Toplama Süreci

Bu çalışma 2015-2016 akademik yarıyılında uygulanmıştır. Orta Doğu Teknik Üniversitesi uygulamalı etik araştırma merkezinden etik onay formu alındıktan sonra Milli Eğitim Bakanlığı'ndan yasal izinler alınmıştır. Daha sonra araştırmacı ilkokullara giderek okul müdürlerinden gerekli izinleri almıştır. Çalışmaya dahil olmak isteyen katılımcılardan gönüllü katılım formunu toplandıktan sonra anket uygulanmıştır.

Veri Analizi

Bu çalışmada nicel veriler için hem betimleyici hem de çıkarımsal istatistik analizi kullanılmıştır. Tüm değişkenler için tanımlayıcı istatistik uygulanmış, ortalama ve standart sapma olarak sunulmuştur. Çıkarımsal istatistik için varyans analizi (MANOVA) ve t test uygulanmıştır. Buna ek olarak, tek değişkenli analiz için varsayımlar herhangi bir çıkarımsal analiz uygulanmadan önce kontrol edilmiştir (Field, 2009). Bu çalışma için alfa değeri .05 olarak belirlenmiştir. Tüm analizler Sosyal Bilimler için İstatistik Paketi sürüm 22 kullanılarak yapılmıştır. Nitel veriler için içerik analizi yöntemi kullanılmıştır (Hsieh & Shannon, 2005). İlk önce verilen cevaplar yazıya aktarılmıştır. Daha sonra cevaplar kategorilere ayrılmış ve bulgular araştırmacı tarafından yorumlanmıştır.

Sınıf Öğretmenleri Oyun ve fiziki etkinlikler dersi Güven Ölçeği Adaptasyon Çalışması

Adaptasyon çalışması 301 sınıf öğretmeninin katılımı ile gerçekleşmiştir. Veri toplama süreci internet üzerinden oluşturulan ölçek ile gerçekleştirilmiştir. Çalışmaya 134 kadın, 167 erkek sınıf öğretmeni katılmıştır. Katılımcılar 22-63 yaş aralığındadır. Hizmet süreleri ise 1 ile 40 yıl arasındadır. 96 sınıf öğretmeni 1. sınıf, 63 sınıf öğretmeni 2. sınıf, 80 sınıf öğretmeni 3. sınıf, 64 sınıf öğretmeni ise 4. sınıf düzeyinde

öğretmenlik yapmaktadır. 263 katılımcı lisans mezunu, 40 katılımcı ise yüksek lisans düzeyinde eğitim seviyesine sahiptir.

Adaptasyon çalışması için önce 3 çevirmen ölçeği İngilizce'den Türkçe'ye çevirmiştir (Jones, Lee, Phillips ve Jaceldo, 2001). Daha sonra ölçeğin özgün halinden habersiz olan diğer 3 çevirmen, ölçeği Türkçe'den tekrar İngilizce'ye çevirmiştir. Alan uzmanları tarafından anlamsal ve kavramsal olarak değerlendirilen ölçeğe son hali verilmiştir (Beaton, Bombardier, Guillemin, & Ferraz, 2000). Ölçeğin geçerliliğini sağlamak adına çevirmenlere şu sorular sorulmuştur: a) Sorular birbiri içerisinde alakalı mıdır b) Sorular anlaşılır mı c) Soruların Türk kültürüne uygun olduğunu düşünüyor musunuz d) Sorular hakkında önerileriniz var mıdır (McBride, Altunsöz, Su, Xiang & Demirhan; 2016). Buna ek olarak, ölçek uygulanmadan önce 15 tane sınıf öğretmeni tarafından kontrol edilmiştir ve önerileri alınmıştır. Verilen geri dönütler ile ölçeğe gereken revizyonlar yapılmış ve ölçek son haline getirilmiştir.

Pilot Çalışma için Veri Analizi

Keşfedici Faktör Analizi Sonuçları

Bu çalışmada keşfedici faktör analizi uygulanmadan önce ölçeğin alt boyutlarını ve ölçekteki maddelerin hangi faktör altında toplandığını belirlemek için Temel Eksen Faktör (Principal Axis Factoring) yöntemi kullanılmıştır.

Temel Eksen Faktör (Principal Axis Factoring) sonuçlarına göre ölçek iki alt boyutta toplanmıştır fakat ölçekteki bazı maddeler Türk toplumuna uygun olmadığı için çalışmamış ve çıkarılmıştır. Faktör yüklenme değeri. 30'dan küçük olan maddeler ölçekten çıkarılmalıdır. (Hair et al, 2006). Buna göre çıkarılan maddeler şu şekilde sıralanmıştır; 5, 8, 9, 10, 14., 21, 23.

İstatistiksel veriler sonucunda ölçeğin 2 alt boyuta sahip olduğu ortaya çıkmıştır. Faktör 1'de 1, 2, 15, 12, 7, 4, 24, 3, 6, 11,16, 22 ve 18. maddeler bulunmaktadır. Bu maddeler sınıf öğretmenlerinin 'Yönetim&Planlama' becerileri ile ilgili kendilerine duydukları güven seviyeleri ile alakalıdır. Bu yüzden faktör 1'e 'Yönetim&Planlama' (Management&Plannig) adı verilmiştir. Faktör 2'de 13, 17, 19 ve 20. maddeler bulunmaktadır. Bu maddeler sınıf öğretmenlerinin spor becerileri öğretirken kendilerine duydukları güven seviyeleri ile alakalıdır. Bu yüzden faktör 2'ye 'Spor Becerileri Öğretme' (Teaching Sport Skills) adı verilmiştir.

Doğrulayıcı Faktör Analizi Sonuçları

Doğrulayıcı faktör analizi azami benzetim tahmini (maximum likelihood method) yöntemi ile AMOS 19 programı kullanılarak uygulanmıştır (Arbuckle, 1999). Keşfedici faktör analizi sonuçlarına göre ölçek modeli 2 faktörlü ve 17 maddeli olarak sonuçlanmıştır.

SONUÇLAR

Araştırma sorusu 1.

Sınıf öğretmenleri ilkokullarda oyun ve fiziki etkinlikler dersi verirken yeterince güvene sahipler mi?

Araştırma sonuçları Spittle'ın anketine göre (2011) sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken kendilerine duydukları güven seviyeleri düşük düzeyde çıkmıştır. (*M*=4.00, *SD*=.95). Sınıf öğretmenleri oyun ve fiziki etkinlikler dersi verirken 'Yönetim&Planlama' becerilerine (Management & Planning), (*M*=4.24, *SD*=.93) 'Spor Beceriler Öğretme' (Teaching Sport Skills) (*M*=3.23, *SD*=1.29) becerilenlerinden daha çok güvendikleri ortaya çıkmıştır.

Alt soru 1

Cinsiyet faktörü sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken ki güven seviyelerini etkiler mi?

Kadın ve erkek sınıf öğretmeni arasında oyun ve fiziki etkinlikler dersi verirken sahip oldukları güven seviyeleri arasında belirleyici bir fark olup olmadığını ortaya koymak için bağımsız örneklem (independent samples t-test) t-testi uygulanmıştır. Sonuçlara göre; kadın ve erkek sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken ki güven seviyeleri arasında anlamlı bir fark bulunamamıştır.

Alt soru 2

Sınıf öğretmenlerinin meslekte hizmet yılları oyun ve fiziki etkinlikler dersi verirken ki güven seviyelerini etkiler mi?

Bu çalışmada 2 adet bağımsız değişken a) sınıf öğretmenlerinin hizmet yılı ve b) ilkokul kaçıncı sınıf öğretmenliği yaptıkları'(experience year and grade level) ile 2 adet sürekli bağımlı değişken a) 'yönetim&planlama' ve b) 'spor beceriler öğretme' (management & planning, teaching sport skills) bulunmaktadır. Değişkenler arası farkları bulmak için Tek Yönlü MANOVA analizi uygulanmıştır. MANOVA sonuçlarına göre sınıf öğretmenlerinin hizmet yılları ile oyun ve fiziki etkinlikler dersi verirken kendilerine duydukları güven seviyeleri arasında bir ilişki bulunamamıştır. Wilks' Lambda =.969, F (6, 630) = 1.65, $p > .05$.

Alt soru 3

Öğretmenlerin okuttukları sınıf düzeyi oyun ve fiziki etkinlikler dersi verirken ki güven seviyelerini etkiler mi?

Bu çalışmada MANOVA sonuçlarına göre sınıf öğretmenlerinin okuttukları sınıf düzeyi ile oyun ve fiziki etkinlikler dersi verirken ki güven seviyeleri arasında anlamlı bir ilişki bulunmamıştır. Wilks' Lambda =.987, F (6, 632) = .682, $p > .05$.

Araştırma Sorusu 2.

Sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken ki deneyimleri nelerdir?

Bu çalışmada nitel veriler içerik analizi yöntemi ile toplanmıştır (Hsieh & Shannon, 2005). İlk olarak, sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken ki güven seviyelerini ortaya çıkarmak için araştırmacı 4 tane açık uçlu hazırlamıştır. Elde edilen cevaplar kategorilere ayrılmış ve bölümlere ayrılan yanıtlar araştırmacı tarafından yorumlanmıştır.

• *Oyun ve fiziki etkinlikler dersini haftada kaç saat işliyorsunuz?*

320 sınıf öğretmeninden gelen cevaplar doğrultusunda sınıf öğretmenlerinin ilkokullarda oyun ve fiziki etkinlikler dersini düzenli olarak işlemedikleri görülmektedir. Milli Eğitim Bakanlığı'nın önerisine göre ilkokullarda oyun ve fiziki etkinlikler dersi haftada 5 saat yapılmalıdır (2012a). Fakat araştırmaya katılan 172 sınıf öğretmeni ilkokullarda oyun ve fiziki etkinlikler dersini haftada 2 saat yaptıklarını, 101 sınıf öğretmeni 1 saat ve 22 sınıf öğretmeni ise haftada 3 saat yaptıklarını ifade ettiler. Diğer bir yandan sadece 25 sınıf öğretmeni ise oyun ve fiziki etkinlikler dersini haftada 5 saat işlediklerini ortaya koydular.

• *Oyun ve fiziki etkinlikler dersini işlerken güçlü ve zayıf yönleriniz nelerdir?*

İlkokullarda sınıf öğretmenleri oyun ve fiziki etkinlikler dersi öğretirken güçlü ve zayıf yönlerini şu şekilde sıralamışlardır. Çalışmaya katılan 212 sınıf öğretmeni güçlü yanlarının neler olduğu hakkında bilgi vermiştir. 102 katılımcı oyun ve fiziki etkinlikler dersi sırasında geleneksel oyunlar ve halk dansları öğretme, 88 katılımcı sınıf içi oyunları öğretme, 22 katılımcı ise motor beceriler öğretme konusunda iyi olduklarını ifade etmişlerdir. Diğer bir yandan 267 sınıf öğretmeni oyun ve fiziki etkinlikler dersi verirken kendilerini zayıf buldukları yönler konusunda bilgi vermişlerdir. Bunlar: 91 sınıf öğretmeni çocukların katılımını artırmak adına eğlenceli oyunlar bulma, 88 sınıf öğretmeni voleybol, basketbol, yüzme, atletizm, cimnastik gibi

spor becerileri öğretme konusunda kendilerini yeterli bulmadıklarını ifade etmişlerdir. 77 sınıf öğretmeni ise yeterli teorik bilgi birikimine sahip olmadıklarından dolayı oyun ve fiziki etkinlikler dersi esnasında sınıf yönetimi ve organizasyonu ve 11 sınıf öğretmeni de dersin öğretilmesi ve müfredatın takip edilmesi konusunda zayıf olduklarını ifade etmişlerdir.

• *Oyun ve fiziki etkinlikler dersini işlerken kaynak-materyal kullanıyor musunuz?*
Sınıf öğretmenleri tarafında verilen toplam 281 cevap arasından 202 katılımcı okullarında materyal olmadığını ve bu yüzden oyun ve fiziki etkinlikler dersi esnasında hiç materyal kullanmadıklarını ifade etmişlerdir. Diğer bir yandan, 24 sınıf öğretmeni oyun ve fiziki etkinlikler dersi sırasında okul bahçesini ve spor salonlarını kullandıklarını ve 44 sınıf öğretmeni top, ip gibi materyalleri, 11 sınıf öğretmeni ise hula-hop gibi materyaller kullandıklarını ifade etmişlerdir.

• *Oyun ve fiziki etkinlikler dersini işlerken karşılaştığınız zorluklar nelerdir?*
Sınıf öğretmenleri tarafından verilen 231 yanıt arasından, 144 sınıf öğretmeni ilkokullarda oyun ve fiziki etkinlikler dersi öğretimi için yeterince spor materyali, okul bahçesi ve spor salonu olmamasından dolayı, 67 sınıf öğretmeni kalabalık sınıf mevcutlarından dolayı oyun ve fiziki etkinlikler dersini işlemekte zorluk yaşadıklarını ifade etmişlerdir. Buna ek olarak 17 sınıf öğretmeni yeterince sınıf içi oyunlar bilmediklerini ve hava koşullarından dolayı okul bahçesini kullanmalarından bahsetmiştir. Son olarak 3 sınıf öğretmeni ilkokullarda yeterince güvenlik malzemeleri olmaması konusunda zorluk yaşadıklarını ifade etmişlerdir.

TARTIŞMA

Araştırma sorusu 1.

Sınıf öğretmenleri ilkokullarda oyun ve fiziki etkinlikler dersi verirken yeterince güvene sahipler mi?

Araştırma sonuçları Spittle'ın anketine göre (2011) sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken kendilerine duydukları güven seviyeleri düşük düzeyde çıkmıştır. (*M*=4.00, *SD*=.95).Sınıf öğretmenleri oyun ve fiziki etkinlikler dersi verirken 'Yönetim ve Planlama' yeteneklerine (*M*=4.24, *SD*=.93) 'Spor Beceriler Öğretme' (*M*=3.23, *SD*=1.29) becerilenlerinden daha çok güvendikleri ortaya çıkmıştır.

Morgan ve Bourke (2008) tarafında yapılan çalışmada sınıf öğretmenleri bu alandan yetersiz bilgi ve beceriye sahip olduklarını düşündükleri için atletizm ve su sporları gibi spor becerileri öğretmekten kaçınmaktadırlar ve dolayısıyla bu konuda kendilerine duydukları güven seviyeleri düşüktür. Bu yetersiz deneyim ve bilgi birikimi sınıf öğretmenlerinde beden eğitimi dersi verirken kendilerine güven duygularının az olmasına neden olmaktadır. Chedzoy (2000) açık uçlu sorular sorarak aday öğretmenleri ile yaptığı diğer bir çalışmada sınıf öğretmenlilerin beden eğitimi dersi verirken 3 temel etkenin olduğunu ortaya koymuştur; a)deneyim ve bilgi birikimi, b)yeterlilik, c) ilgi ve keyif alma. Araştırma bulgularına göre bilgi birikimi ve deneyimi az olan üniversite yıllarında yeterli eğitimi almayan ve ders esnasında keyif almayan ve derse ilgisi olamayan sınıf öğretmenlerinin beden eğitimi dersi verirken ki kendilerine duydukları güven seviyeleri düşük düzeyde çıkmıştır.

Bu bulgular sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken yeterince bilgi birikimine sahip olmadıkları, iyi bir üniversite eğitimi almadıkları, derse karşı az ilgi duymaları ve ders işlerken keyif almamaları sebebi ile ders öğretimi sırasında kendilerine güven seviyelerinin düşük olmasına neden olduğunu ortaya koymuştur. Sınıf öğretmenlerinin kendilerine duydukları düşük düzeyde güven seviyesi

öğrencelerin de dersten keyif almamasına neden olmakta ve böylece yaşam boyu fiziksel aktivite yapma alışkanlığı kazanmalarına da engel olmaktadır. Bu yüzden sınıf öğretmenleri oyun ve fiziki etkinlikler dersi verme konusunda hizmet içi eğitim ve seminerler ile desteklenmeli, ilkokullarda yeterli düzeyde spor materyalleri bulundurulalı ve oyun ve fiziki etkinlikler kitabi yeniden gözden geçirilmelidir.

Alt soru 1

Cinsiyet faktörü sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken ki güven seviyelerini etkiler mi?

Çalışmaya katılan 173 erkek, 147 kadın sınıf öğretmeninin oyun ve fiziki etkinlikler dersi verirken ki güven seviyeleri arasında anlamlı bir fark bulunamamıştır. Benzer bir şekilde Ceylan (2015), Arslan (2008) , Şirin ve Bozkurt (2005) sınıf öğretmenleri ile yürüttükleri çalışmalarda cinsiyetler ve oyun ve fiziki etkinler deriş verirken kadın ve erkek katılımcılar arasında güven sevileri bakımından anlamlı bir farka ulaşamamışlardır.

Bu bulgular cinsiyet faktörünün sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi esnasında ki güven seviyesini etkilemediğini ortaya koymuştur. Sınıf öğretmenlerinin güven seviyesini cinsiyet faktöründen daha ziyade öğretmenlerin ders süresince yaşadığı deneyimler, lisans hayatlarında aldıkları yetersiz eğitim ya da okulda karşılaştıkları fiziksel zorlukların etkilediği düşünülmektedir. Bu sonuçları örneklem grubunun seçildiği Çankaya bölgesinin, örneklem grubu sayısının ya da araştırma için kullanılan ölçek çeşitlinin de etkilediği düşünülebilir. Gelecek çalışmalarda araştırmacılar verileri farklı ölçekler ile farklı bölgelerden toplamalıdırlar.

Alt soru 2

Sınıf öğretmenlerinin meslekte hizmet yılları oyun ve fiziki etkinlikler dersi verirken ki güven seviyelerini etkiler mi?

Bu çalışmada sınıf öğretmenlerinin ilkokullarda hizmet yılı aralığı 1 ile 42 yıl arasındır ve sonuçlara göre sınıf öğretmenlerinin hizmet yılları ile oyun ve fiziki etkinlikler dersi verirken kendilerine duydukları güven seviyeleri arasında bir ilişki bulunamamıştır. Benzer olarak, Boz ve Yıldırım (2014) hizmet yılları 1 ve 35 yıl arası olan 301 sınıf öğretmeni ile yaptıkları çalışmada sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken ki güven seviyeleri ve hizmet yılları arasında anlamlı bir fark bulamamışlardır.

Bunun tam tersine, Tel, Bozkurt ve Celayir (2016) yaptıkları çalışmada hizmet yılları 20 yıl ve üzeri olan sınıf öğretmenleri oyun ve fiziki etkinlikler dersinin çocukların sosyal, duygusal, kişisel ve fiziksel gelişimi için çok önemli olduğunu düşünmektedirler. Oyun ve fiziki etkinler derisini haftada 5 saat olması gerektiğini savunmaktadırlar. Hizmet yılları 1 ile 5 yıl arası olan sınıf öğretmenleri oyun ve fiziki etkinlikler dersi saatleri dahilinde matematik, Türkçe gibi derslere yer verdiklerini ifade ederken hizmet süresi 20 ve üzeri olan sınıf öğretmenleri ise yun ve fiziki etkinler ders saatine sadık kalmaktadırlar. Bu bize gösteriyor ki deneyim yılı daha yüksek olan sınıf öğretmenleri oyun ve fiziki etkinlikler dersini yaparken kendilerine daha çok güvenmekte ve bu yüzden b dersi yapmaktan kaçınmamaktadırlar. Öğretmenliğin ilk yıllarında sınıf yönetimi daha zor olduğu için 1 ile 5 yıl arası deneyime sahip olan sınıf öğretmenleri bu dersi yapmayı tercih etmemektedirler. Sonuç olarak hizmet yılı fazla olan sınıf öğretmenleri oyun ve fiziki etkinlikler dersi verirken kendilerine daha çok güven duymaktadırlar çünkü derse karşı daha çok ilgi duyup, ders esnasında çocuklarla çalışmaktan keyif almaktadırlar ve etkili ders işleme konusunda yeterli bilgi birikimine sahip olmaları ders esnasında kendilerine güven duymalarını sağlamaktadır.

Alt soru 3

Öğretmenlerin okuttukları sınıf düzeyi oyun ve fiziki etkinlikler dersi verirken ki güven seviyelerini etkiler mi?

Bu çalışmaya 101 birinci sınıf öğretmeni, 66 ikinci sınıf öğretmeni, 86 üçüncü sınıf öğretmeni ve 67 dördüncü sınıf öğretmeni katılmıştır. Sonuçlara göre sınıf öğretmenlerinin okuttukları sınıf düzeyi ile oyun ve fiziki etkinlikler dersi verirken ki güven seviyeleri arasında anlamlı bir ilişki bulunmamıştır. Bu sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken kendilerine duydukları güven seviyesinin düşük olmasından dolayı bu dersi düzenli bir şekilde yapamadıkları ve bu sebepten dolayı sonuçların sınıf düzeyleri arasındaki gerçek farkı ortaya koyamadığı şeklinde yorumlanabilir. Araştırma sonuçlarının tam tersine Boz ve Yıldırım (2014) 301 sınıf öğretmeni ile yaptığı çalışmada yenilen eğitim sistemi 4+4+4 den sonra birinci sınıf öğretmenleri ve 2. Sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken ki güven sevileri arasında farka ulaşmıştır. İkinci sınıf öğretmenleri orta düzeyde güven seviyesine sahipken, birinci sınıf öğretmenleri çocukların daha küçük olmasından, sınıfın kalabalık olmasından ya da öğrencilerin sosyo-ekonomik düzeylerinden dolayı düşük düzeyde güven seviyesine sahip oldukları ortaya çıkmıştır. Sonuçlar daha küçük yaş grubundaki çocuklar ile sınıf yönetiminin daha zor olmasından dolayı birinci ve ikinci sınıf öğretmenleri kendilerine daha az güven duyuyorlar şeklinde yorumlanabilir. Çünkü yeni eğitim sisteminden sonra 'oyun ile öğrenme' daha çok önem kazanmış ve sınıf öğretmenleri çocukların dikkatlerini canlı tutabilmek adına daha çok oyun ve fiziksel aktivite bilmelidirler.

Araştırma Sorusu 2.

Sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi verirken ki deneyimleri nelerdir?

- ✓ *Oyun ve fiziki etkinlikler dersini haftada kaç saat işliyorsunuz?*

Araştırmaya katılan 320 kişiden, çoğunluğu oyun ve fiziki etkinlikler dersini haftada 2 saat, diğerleri haftada 1 saat, ya da haftada 3 saat olarak işlediklerini ortaya koymuşlardır. Araştırmaya katılanlar arasından sadece 25 sınıf öğretmeni ise Milli Eğitim müfredatının önerdiği gibi haftada 5 saat işlediklerini belirtmilerdir. Buna benzer olarak Yıldız (2010) çalışmasında sınıf öğretmenlerinin oyun e fiziki etkinlikler dersi yerine başka derslere yer verdiklerini söylemişlerdir. Bu bulgular sınıf

öğretmenlerinin oyun ve fiziki etkinlikler dersinin çocukların gelişimleri açısından öneminin farkına varmaları gerektiğini göstertmektedir.

Dalaman (2010) yürüttüğü çalışmada, yeni eğitim sistemi ile ilkokullarda çocukların okula başlama yaşlarının 5,5'a düşmesi ile çocukların küçük kas gelişiminin yeterince gelişmemesinden dolayı okuma-yazma öğretiminin daha da zorlaştığını ve bunun için sınıf öğretmenlerinin daha çok zamana ihtiyacı olduğunu belirtmiştir. Bu sebeple sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi yerine gün içinde okuma yazma öğretmeyi tercih ettiklerini ortaya koymuştur. Bu bulgular gösteriyor ki sınıf öğretmenleri genel olarak bu dersi önemsemekte fakat dersi işlemek için yeterince materyal ve saha olmaması ve ders programı yoğunluğundan dolayı oyun ve fiziki etkinlikler dersini düzenli olarak işleyememektedirler. Bu yüzden ilkokullarda eğitim programları düzenlenirken dersler arasında eşit oranda iş yükü dağılımına dikkat edilmelidir. Ayrıca okul müdürleri sınıf öğretmenlerine materyal eksiklerini kapatmak adına daha çok destek vermelidirler.

- ✓ *Oyun ve fiziki etkinlikler dersini işlerken güçlü ve zayıf yönleriniz nelerdir?*

Bu çalışmaya katılan 212 katılımcıdan gelen cevaplara göre; 102 sınıf öğretmeni geleneksel oyunları ve halk danslarını öğretmekte, diğerleri ise sınıf içi oyunları ve motor beceriler öğretmekte iyi olduklarını ifade ettiler. Diğer bir yandan gelen 267 cevap arasından 91 sınıf öğretmeni eğlenceli oyunlar üretmekte iyi olmadıklarını belirtirken diğerleri voleybol, basketbol, yüzme atletizm gibi spor becerileri öğretme, sınıf yönetimi sağlama ve dersi uygulamak adına müfredatı takip etme konularında iyi olmadıklarını ifade etmişlerdir.

Arslan ve Altay (2008) yaptıkları çalışmada sınıf öğretmenlerinin spor beceriler öğretmekte yeterli olmadıkları ve bu konuda beden eğitimi öğretmenlerinden profesyonel destek beklediklerin ifade etmişlerdir. Çöker (1991) sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi uygulama konusunda kendilerini yeterli görmediklerini ortaya koymuştur ve birçok çalışma bu düşünceyi desteklemektedir (Curtner-Smith,

1999; Faucette ve Hillidge, 1989; Kurt ve Taşkaya, 2007; Pehlivan ve Dönmez, 2005; Thompson, 1996). Ortaya çıkan bulgulara göre sınıf öğretmenleri oyun ve fiziki etkinlikler dersi verirken güçlü yanlarından çok zayıf yanları olduğunu ortaya koymuşlardır. Bu yüzden üniversitelerde oyun ve fiziki etkinlikler müfredatı yeniden geliştirilmeli ve öğretmenler zayıf yönlerini azaltmak adına hizmet içi eğitimler ve seminerler almalıdırlar.

- ✓ *Oyun ve fiziki etkinlikler dersini işlerken kaynak-materyal kullanıyor musunuz?*

Gelen 281 cevap arasından 202 sınıf öğretmeni oyun ve fiziki etkinlikler dersi verirken hiç materyal kullanmadıklarını, diğerleri ise okul bahçesi ya da spor salonu gibi alanları, top ve çember kullandıklarını ifade etmişlerdir.

Türk alan yazınında oyun ve fiziki etkinliler dersinde materyal eksikliklerinden dolayı dersin etkili bir şekilde işlenemediğini ifade eden birçok çalışma bulunmaktadır (Ceylan, 2015; Şentürk, 2014; Dalaman, 2010; Şirinkan, 2008; Çiçek, 2008; Kazu ve Aslan, 2013; Mamak,2012). Bu yüzden okul yönetimi sınıf öğretmenlerine yeterli materyal sağlamalı çünkü kısıtlı imkanlar dahilinde sınıf öğretmenlerinin dersi işlemekten kaçınmaları beklenen bir sonuçtur. Bu sebepten dolayı sınıf öğretmenleri oyun ve fiziki etkinlikler dersi işleme konusunda daha az deneyime sahip olmakta ve böylece dersi öğretme konusunda kendilerine güven duyma seviyeleri düşmektedir.
Dalaman (2010) yürüttüğü çalışmada yeni eğitim sistemi ile okula başlama yaşının 7'den 5,5' a düşmesi ile 'oyun ve fiziksel etkinlikler ders kitabının çocukların seviyesine uygun olmadığını düşündüklerinden dolayı bu kitabı kullanmadıklarını ifade etmişlerdir. Sonuç olarak, okullara materyal desteği yapılmalı, fiziksel imkânlar iyileştirilmeli aynı zamanda oyun ve fiziki etkinlikler kitabı çocukların seviyesine uygun hale getirilmesi adına yeniden gözden geçirilmelidir. Böylece sınıf öğretmenleri dersi daha etkili bir şekilde öğretebilir ve kendilerine olan güven seviyelerini artırabilirler.

- ✓ *Oyun ve fiziki etkinlikler dersini işlerken karşılaştığınız zorluklar nelerdir?*

231 katılımcı arasından, 144 sınıf öğretmeni oyun ve fiziki etkinlikler dersi sırasında en çok karşılaştığı zorluğun yeterli spor materyaline sahip olunmaması olarak belirtmiştir. Diğerleri ise sınıfların kalabalık olması ve kötü hava koşulları esnasında okullarında spor alanı olmadığı için dersi işlemekte zorlandıklarını ifade etmişlerdir. Ayrıca bazı sınıf öğretmenleri yeterli güvenlik malzemelerine sahip olmadıklarını eklemişlerdir. Yapılan diğer çalışmalarda da benzer bulgular ortaya çıkmıştır (Ayan, 2007; Dağdelen ve Köstereliođlu, 2015; Güven ve Yıldız, 2010; Kazu ve Aslan, 2013; Mamak, 2012; Şirinkan, 2008; Taşmektepligil ve arkadaşları, 2006).

Bu sonuçlar gösteriyor ki sınıf öğretmenlerine oyun ve fiziki etkinlikler dersi işlerken spor ve güvenlik materyalleri sağlanmalı, spor salonları ve bahçeler tasarlanmalı ve böylece öğretmenler dersi hem yaz hem kış mevsiminde rahatlıkla işleyebilirler. Ayrıca sınıf öğretmenlerinin daha etkili ders işleyebilmeleri adına sınıf mevcutları düşürülmelidir. Gelecek çalışmalar yapılırken araştırmacılar daha etkili sonuçlar almak adına örneklem grubunun seçildiği bölgeye, örneklem grubunun demografik özelliklerine ve sayısına dikkat etmelidirler ve yapılacak olan deneysel çalışmalarda ders öğretim tekniklerine ve ders değerlendirme yöntemlerinin incelenmesine yer verilmelidir.

ÖNERİLER

1. Öğretim programları düzenlenirken sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi öğretirken ki ihtiyaçları göz önüne alınmalıdır. Sınıf öğretmenliği lisans programına sınıf öğretmenlerinin deneyim kazanması adına daha fazla oyun ve fiziki etkinlikler dersi koyulmalıdır ve bu sayede sınıf öğretmenliği lisans öğrencileri kendilerini daha yeterli hissederler ve kendilerine güven seviyeleri artar.

2. Sınıf öğretmenleri için dersin nasıl işlenebileceğine dair hizmet içi eğitim ya da seminerler almalıdırlar.

3. Sınıf öğretmenliği eğitim müfredatı öğretmenlerin daha etkili öğretim yapabilmeleri için hem teorik hem pratik programlar içermelidir.
4. Sınıf öğretmenliği bölümü, oyun ve fiziki etkinlikler dersinin daha etkin öğretimi için beden eğitimi bölümü ile işbirliği içinde olmalıdır.

5. Sınıf öğretmenliği programları oyun ve fiziki etkinlikler dersi kapsamında farklı okul türlerine göre eğitim vermelidir (özel okul –devlet okulu).

6. Sınıf öğretmenliği eğitim programları oyun ve fiziki etkinlikler dersinin daha etkili nasıl işlenebileceği konusunda hizmet içi eğitimler sunmalıdır.

7. Sınıf öğretmenleri oyun ve fiziki etkinlikler dersinin önemini kavramalı, derse çocukları aktif bir şekilde katarak ders zamanını daha etkili bir şekilde kullanmalı ve oyun ve fiziki etkinlikler dersi saati içerisinde matematik, Türkçe gibi başka derslere yer vermemelidir.

8. Sınıf öğretmenleri eğer okullarında beden eğitimi öğretmeni varsa onunla işbirliği halinde olmalı ve farklı öğretim teknikleri hakkında destek almalıdır.

9. Sınıf öğretmenleri oyun ve fiziki etkinlikler dersi hakkında bilgi birikimlerini artırmalıdır.

10. Okul yönetimi oyun ve fiziki etkinlikler dersinin önemini kavramalı ve sınıf öğretmenlerinin dersi daha etkili işlemeleri adına gerekli materyal ve spor malzemelerini sağlamalıdır.

Gelecek çalışmalar için öneriler:

1. Türkiye de farklı bölgeleri içeren oyun ve fiziki etkinlikler dersi ile ilgili çalışmalar artırılmalıdır.
2. Bu ders ile ilgili gerçek durumu ortaya koyabilmek için betimleyici ve deneysel çalışmalar artırılmalıdır.
3. Sınıf öğretmenlerinin bu dersi işlerken ki ihtiyaçlarını ortaya koymak adına ihtiyaç belirleme analizleri yapılmalıdır.
4. Sınıf öğretmenlerinin oyun ve fiziki etkinlikler dersi esnasındaki performansları incelenmeli ve sınıf içerisinde gerçekte neler yapabildikleri ve yapamadıkları hakkında görüşmeler sağlanmalıdır.
5. Sınıf öğretmenlerinin yeterlilik seviyelerini belirlemek adına öğretmenlerin bu ders hakkındaki geçmiş deneyimlerinin neler olduğu hakkında bilgi sahibi olunmalıdır.

F: Tez Fotokopisi İzin Formu

ENSTİTÜ

Fen Bilimleri Enstitüsü	
Sosyal Bilimler Enstitüsü	X
Uygulamalı Matematik Enstitüsü	
Enformatik Enstitüsü	
Deniz Bilimleri Enstitüsü	

YAZARIN

Soyadı : Ulu
Adı : Nilgün
Bölümü : Beden Eğitimi ve Spor Bölümü

TEZİN ADI (İngilizce) : Evaluation of Classroom Teachers' Confidence for Teaching Game and Physical Activity Course

TEZİN TÜRÜ : Yüksek Lisans [X] Doktora [ ]

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. [ ]
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. [ ]
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. [X]

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: