



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898473*

RFC: AT1120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseduccionpoliticayvalores.com/>

Año: VI

Número: Edición Especial

Artículo no.:13

Período: Marzo, 2019.

TÍTULO: Percepción física de los maestros de Educación Física en Escuelas Privadas.

AUTORES:

1. Deniz Erdağ.
2. Nazim Serkan Burgul.

RESUMEN: El propósito de este estudio fue determinar las opiniones de los maestros de escuelas privadas sobre su autopercepción física. Treinta maestros de educación física sobre la base de la variación máxima de muestreo participaron en este estudio. El estudio se basó en un diseño de investigación cualitativo y los datos relativos a la autopercepción física se recopilaron utilizando una técnica de entrevista semiestructurada. Los resultados mostraron que el 86.6% de los maestros de educación física se sintieron felices con sus autopercepciones físicas. Más del 60% de los maestros de educación física dijeron que se están capacitando para permanecer en sahppe y que se ven bien para tener un buen impacto en sus estudiantes.

PALABRAS CLAVES: Educación Física, Educación, autopercepción física, docente.

TITLE: Physical self-perception views of Private School Physical Education teachers.

AUTHORS:

1. Deniz Erdağ.
2. Nazim Serkan Burgul.

ABSTRACT: The purpose of this study was to determine private school teachers' views on their physical self perception. Thirty physical education teachers on the basis of maximum variation sampling participated in this study. The study was based on a qualitative research design and data concerning physical self perception were collected by using semistructured interview technique. Results showed that the 86.6 % of the physical education teachers found happy with their physical self perceptions. Moreover % 60 of the physical education teachers stated that they are training for to stay in shape and looking good in order to have a good impact on their students.

KEY WORDS: Physical Education, Education, physical self-perception, teacher.

INTRODUCTION.

Teachers are recognised as being able to influence a change in children's perceptions of physical activity (Cale & Harris, 2006) and teachers' confidence and enthusiasm has been found to strongly influence the success of intervention and change in schools (Muijs, et al. 2004; Till, et al. 2011; Till & Ferkins, 2014).

The teacher's influence on students' motivation is consistently emphasized in the academic classroom literature (Deci & Ryan, 1985; Deci & Ryan, 1991). Research in physical education classrooms indicates that the teacher is a critical agent of enhancing students' motivation and promoting a particular class environment (Goudas, et al. 1995; Theeboom, et al. 1995).

The researches suggests that the typical stereotype of physical education teachers involves being: fit, healthy, athletic, and able-bodied (Tinning, et al. 2001), masculine, male, Caucasian (Nettleton, 1985), organised, unintelligent, muscular, bullies, patronising, and aggressive (Duncan, Nolan & Wood 2002; Harris & Griffin, 1997; McCullick, et al. 2003).

Teachers trained as physical educators exhibit higher levels of effective teacher behaviors (Constantinidies, Mantalvo & Silverman, 2013) and create quality physical education programs.

Trained physical education teachers can achieve, for example, greater physical fitness improvement in children than physical education teachers who lack appropriate training (Starc & Strel, 2012).

Moreover physical self-perception is defined as the self-perception and evaluation of the individual in physical terms, for example in strength, endurance, sports ability and physical appearance (Fox and Corbin, 1989). Perceived body attractiveness is an important element of physical self perceptions (Fox and Corbin, 1989). Thus, the physical self-perception of the teacher can impact his/her attitudes and the attitudes can impact the behaviors of the teacher and the student outcomes (Kyriakides, et al. 2009).

DEVELOPMENT.

Purpose of the study.

The purpose of this study was to examine the self-perceptions of physical education teachers. The aim is to describe how physical education teachers perceive themselves.

Method

Research Design.

A qualitative analysis method has been used for to build the structure of the study population. Population of the research consist thirty (n=30) physical education teachers from the Near East Primary School.

Research Instruments and Procedures.

For evaluating the candidate teacher's thoughts towards physical education teaching career a qualitative data was collected by using the 5 open ended questions. The questions about physical self perception were shown to physical education specialists. Corrections were made if necessary.

Data Analysis.

For the examination of qualitative data, “descriptive analysis” method was used. The Data obtained accordingly were summed up and annotated according the pre-determined themes. The qualitative data were prepared by using the frequency and breakdown tables to form the numerical findings.

Results.

Table 1. Physical education teachers thoughts related to their weight and physical apperance.

Toughs	Subjects	
	N	%
I am not worying about my physical apperance.	26	86.6 %
I am worying about my physical apperance.	4	13.3 %

According to table 1 86,6 % of the physical education teachers are not worying about their physical apperance. However 13,3 % of the physical education teacher stated that they ar not happy with their physical apperance.

Table 2a. Physical education teachers Toughs related that they r doing or not doing any sport activities in order to secure their physical apperance .

Toughs	Subjects	
	N	%
I am doing sport activities in order to secure my physical apperance	18	60 %
I am not doing sports in order to secure my physical apperance	12	40 %

Table 2a shows that 60 % of the physical education teachers taking part into sport activities in order to secure their physical look. 40 % of the physical educaiton teachers do not take part in sports activities.

Table 2b. Sports activities that physical education teachers take part.

Sport Activities	Subjects	
	N	%
Bicycle	7	23.3 %
Joging	7	23.3 %
Swiming	4	13.3 %
Fitness	3	10 %
Soccer	2	6.6 %
Basketball	1	3.3 %
Badminton	1	3.3 %

Table 2b shows the sports activities done by physical education teachers. According to the table bicycle and jogging done by 46.6% of the physical education teachers. Swimming followed this with 13.3%. 10 % of the physical education teachers preferred fitness. 6.6 % preferred soccer and 6.6 % preferred to play basketball and badminton.

Table 3. Physical education teachers thoughts about getting professional assistance in order to get a better performance.

Thoughts	Subjects	
	N	%
I dont need professional assistance	19	63.3 %
I need profesional	11	36.6 %

According to table 3 63.3 % of the physical education teachers stated that they don't need professional assistance in order to get a better performance. However, 36.6 % of the physical education teachers declared they get professional assistance for a better performance.

Table 4. Physical education teachers toughs about assisting the students and the physical changes held through this assistance.

Toughs	Subjects	
	N	%
I am assisting students because of my profession	17	56.6 %
I am observing physical changes in their bodies	10	33.3 %
I am observing that students quality of life were changing	8	26.6 %
I am observing psychological and social evolutions	6	20 %

According to the table 4, physical education teachers common answer assisting their student because of their profession found highest with 56.6 %. Moreover physical education teachers observed physical changes with 33.3 % quality of life with 26.6 and psychological and social evolutions with 20 % through this assistance.

Table 5. Physical education teachers advices to school management and managers about physical appearance and assisting students

Advices	Subjects	
	N	%
School management should organise courses for personal development	27	90 %
Projects needed fort to increase students motivations	15	50 %
There should be an infrastructure for the sport events in the schools	5	16.6 %

Table 5 indicates that the most of the physical education teachers agreed on that the school management should have to organise courses for personal development with 90 %. Moreover, 50 % of the physical education teachers stated that projects needed fort o increase students motivation for

physical education classes. Finally physical education teachers stated that there should be an infrastructure for the sports event held in the schools with 16.6 %.

CONCLUSIONS.

According to the results of the interviews made by the physical education teachers, they stated that they are happy with their physical appearance. Moreover, more than half of the physical education teachers are doing sports in order to secure this physical appearance. Also they are taking Professional assistance for to have a better performance. These thoughts will lead us to think that physical education teachers pay attention to their physical appearance may because of their profession and the responsibility among the students.

The literature surveys support our findings that the teachers' are recognised as being able to influence a change in children's perceptions of physical activity (Cale & Harris, 2006) and teachers' confidence and enthusiasm has been found to strongly influence the success of intervention and change in schools (Muijs et al., 2004; Till et al., 2011; Till & Ferkins, 2014).

The results also showed that the physical education teachers assisting their students because of their professions. Moreover the physical education teachers stated that they observe changes physically, psychologically and socially because of the assisting. Researches on literature supports these findings that physically active children may experience enhanced bone health and improved psychosocial wellbeing (Telford et al., 2005) and, overall, has been shown to develop physiological, emotional, social and cognitive growth in individuals (Sport and Recreation New Zealand, 2005). Finally, adequate levels of physical activity have been indicated as important for weight loss and maintaining mobility (Andersen & Jakicic, 2009). This is a compelling set of circumstances that points towards the need for a serious focus on encouraging physical activity in children.

Finally, the physical education teachers pointed the importance of personal development courses in order to better physical assistance and for better motivation of students. Similarly literature surveys showed that there is lack of guidance regarding the efficacy of programmes for promoting physical activity (Fox & Harris, 2003; Till et al., 2011). Lastly the physical education teachers also noticed the importance of the infrastructure for the sports. Literature surveys support our findings that the school setting has, for some time, been identified as an effectual site for increasing physical activity and fitness in children (Sport and Recreation New Zealand, 2004; Stewart et al., 2004). Thus, it follows that teachers need to be adequately equipped to provide children with more physical activity opportunities (Muijs et al., 2004). Schools have also become a popular setting for research into children's activity habits (Andersen & Jakicic, 2009; Berkey, et al. 2003; Stewart et al., 2004).

Implications for research and practice.

Physical education teachers physical appearance influence the students attitudes to the physical education lessons. Moreover well educated teachers and well designed physical education lectures can increase the level of physical education lessons. This increase can help to develop students socially, physiologically and psychologically.

BIBLIOGRAPHIC REFERENCES.

1. Andersen, R., & Jakicic, J. (2009). Interpreting the physical activity guidelines for health and weight management. *Journal of Physical Activity and Health*, 6, 651–656.
2. Berkey, C., Rockett, H., Gillman, M., & Colditz, G. (2003). One year changes in activity and in inactivity among 10-to15-year-old boys and girls: Relationship to change in body mass index. *Pediatrics*, 111(4 Pt 1):836-43.

3. Cale, L., & Harris, J. (2006). School-based physical activity interventions: Effectiveness, trends, issues, implications and recommendations for practice. *Sport, Education and Society*, 11, 401–420.
4. Constantinidies, P., Mantalvo, R., & Silverman, S. (2013). Teaching processes in elementary physical education classes taught by specialists and nonspecialists. *Teaching and Teacher Education*, 36, 68-76.
5. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
6. Deci, E. L., & Ryan, R. M. (1991). A motivational approach to self: Integration in personality. In R. Dienstbier (Ed.), *Nebraska symposium on motivation: Vol. 38: Perspectives on motivation* (pp. 237-288). Lincoln, NE: University of Nebraska Press.
7. Duncan, C. A., Nolan, J., & Wood, R. (2002). See you in the movies? We hope not! *Journal of Physical Education, Recreation and Dance*, 73(8), 38-44.
8. Fox, K.R., Corbin, C.B., (1989). The physical self-perception profile: Development and preliminary validation, *Journal of Sport and Exercise Psychology*, 11, 408-430.
9. Fox, K., & Harris, J. (2003). Promoting physical activity through schools. In J. McKenna & from <http://www.nzherald.co.nz>.
10. Goudas, M., Biddle, S., Fox, K., & Underwood, M. (1995). It ain't what you do; it's the way that you do it! Teaching style affects children's motivation in track and field lessons. *The Sport Psychologist*, 9, 254-264.
11. Harris, M.B., & Griffin, J. (1997). Stereotypes and personal beliefs about women physical education teachers. *Women in Sport and Physical Activity Journal*, 6(1), 49-83.

12. Kyriakides, L., Creemers, B. P. M. & Antoniou, P. (2009). Teacher behaviour and student outcomes: suggestions for research on teacher training and professional development. *Teaching and Teacher Education*, 25 (1):12-23.
13. McCullick, B., Belcher, D., Hardin, B., & Hardin, M. (2003). Butches, bullies and buffoons: images of physical education teachers in the movies. *Sport, Education and Society* 8(1), 3-16.
14. Muijs, D., Harris, A., Chapman, C., Stoll, L. & Russ, J. (2004). Improving schools in socioeconomically disadvantaged areas: A review of research evidence. *School Effectiveness and School Improvement*, 15(2), 149–175.
15. Nettleton, B. (1985). *The image of a physical education teacher: Fiction and fact*. Eastwood, South Australia: ACHPER Publications. Palgrave MacMillan.
16. Sport and Recreation New Zealand. (2004). Active schools plan. Retrieved June 27, 2008, from <http://www.sparc.org.nz/admin/ClientFiles/f8119e6f-65ee-4492-8c6a-7bbe8041cf35.pdf>
17. Sport and Recreation New Zealand. (2005). Active schools toolkit ‘Get Ready’ - principals’ and teachers’ guide. Wellington: New Zealand Council for Educational Research. Sport and
18. Starc, G, & Strel, J. (2012). Influence of the quality implementation of a physical education curriculum in the physical development and physical fitness of children. *BMC Public Health*, 12,61.
19. Stewart, J. A., Dennison, D. A., Kohl, H. W., & Doyle, J. A. (2004). Exercise level and energy expenditure in Take 10! in-class physical activity programme. *Journal of School Health*, 74, 397–400.
20. Telford, A., Salmon, J., Timperio, A., & Crawford, D. (2005). Examining physical activity among 5 to 6 and 10 to 12 year old children: The children’s leisure activities study. *Journal of Pediatric Exercise Science*, 17, 266–280.

21. Theeboom, M., De Knop, P., & Weiss, M. R (1995). Motivational climate, psychosocial responses, and motor skill development in children's sport: A field based-intervention study. *Journal of Sport & Exercise Psychology*, 17, 294-311.
22. Till, J., Ferkins, L., & Handcock, P. (2011). Physical activity based professional development for teachers. *Health Education Journal*, 70, 225–235.
23. Till, J., & Ferkins, L. (2014) First-hand participation: illuminating teachers' self-perceptions of physical activity delivery, *Asia-Pacific Journal of Health, Sport and Physical Education*, 5:1, 39-54.
24. Tinning, R., Macdonald, D., Wright, J., & Hickey, C. (2001) *Becoming a physical education teacher: contemporary and enduring issues*, Frenchs Forest, N.S.W.: Pearson.

DATA OF THE AUTHORS.

1. Deniz Erdağ. Near East University, School of Physical Education and Sports, Northern Cyprus, Via Mersin-10 Turkey. Email: deniz.erdag@neu.edu.tr +905488631130

2. Nazım Serkan Burgul Near East University, School of Physical Education and Sports, Northern Cyprus, Via Mersin-10 Turkey. Email: nazim.burgul@neu.edu.tr +905428513015

RECIBIDO: 1 de febrero del 2019.

APROBADO: 12 de febrero del 2019.